

# TIP

## *The Industrial-Organizational Psychologist*

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# TIP

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## *A Message From Your President*

**Leaetta Hough**



My October *TIP* column was written during a hot and humid day in August when I wished life and temperatures would return to normal in Lake Wobegon. They have, and I now long for the hot and humid day I complained about only a few months ago. Much has happened since I last sat at my computer to write a message to you.

### **SIOP's Leading Edge Consortium 2005**

SIOP's first Leading Edge Consortium met in the historic city of St. Louis in October to take an in-depth look at the many facets of executive talent and forge closer connections between academics and practitioners interested in the topic of leadership. The presentations were engaging and thought provoking, and the networking that occurred has set the foundation of future collaboration that will enhance our contribution to the selection and development of executive talent.

One of my goals as president of SIOP was to initiate a successful fall conference to showcase I-O leading-edge contributions and engage participants in moving the field forward through greater collaboration between our academic and practitioner colleagues. Several people have enthusiastically stated the fall consortium was one of, if not the best, conference they've attended. As general chair, I want to thank **Rob Silzer** (Practice chair), **David Campbell** (Science chair), Dave Nershi (SIOP executive director), the 24 stellar speakers and panelists, **Wendy Becker** (SIOP Visibility Committee chair), the SIOP Administrative Office support staff (especially Larry Nader and Jamie Jackson), the 188 attendees, all of our sponsors (especially those in the leading edge category: Personnel Decisions International, Center for Creative Leadership, Valtera, Development Dimensions Inc., and 3D Group), and everyone else who helped make SIOP's first Leading Edge Consortium a wonderful and energizing experience.

Yes, it was a great success. Nonetheless, I am not yet personally ready to declare the conference a complete success until we have ongoing research efforts that were initiated as a result of networking during and after the consortium.

At the Saturday luncheon, we asked participants if they had engaged in meaningful conversations with people they had not previously known and intended to communicate with them in the future. Everyone in the room (except the cameraman) raised a hand in affirmation. We want to capitalize on that intention and involve other interested people in collaborating to advance our knowledge in the area of executive selection and development.

We will be developing strategies that facilitate continued dialogue among consortium participants. In addition, we want to engage people who are interested in an ongoing dialogue but were unable to attend the consortium. Please contact me, Rob Silzer, or David Campbell to inform us of your interest and ideas for future collaboration and research.

Other post-consortium activities are production of a DVD, sponsored by the Center for Creative Leadership, and possible development of an edited book. Even though we are continuing to work on the “Leadership at the Top” Leading Edge Consortium, I am pleased to give the baton to **Fritz Drasgow**, next year’s Leading Edge General chair. Fritz is in the process of eliciting topic ideas for next year.

### **Junior Faculty Consortium**

During Friday dinner at the Leading Edge Consortium, Wendy Becker (Visibility Committee chair) and her tablemates developed the idea of a Junior Faculty Consortium. Its objective is to address the issues and concerns of junior faculty. By Tuesday of the following week, Wendy had lined up tenured academics willing to share their experience and knowledge with younger faculty and had taken care of many of the details for holding the first Junior Faculty Consortium Thursday afternoon of the day before our spring conference. The Leading Edge Consortium was indeed an energizing experience!

### **SIOP’s Interactive Exchange Journal**

One of my other goals was to support the effort to develop a SIOP journal. At the spring 2005 Executive Committee (EC) meeting, we created a hybrid science-practice journal task force. After conversations with Fritz Drasgow, **Jeff McHenry**, and me, **Mike Burke** and his task force revised the journal concept. I am pleased to report that the EC voted to move forward with the new concept. It integrates the contributions of academics and practitioners, includes active solicitation of international contributors, and is thus broader in perspective than originally conceived.

The next step was selection of a founding editor. We solicited selection factors from journal editors and task force members, summarized their suggestions, and used the selection factors to evaluate the candidates for the position of founding editor. By the time you read this message, we will have announced the name of the founding editor for the new journal.

### **Katrina Aid & Relief Effort (KARE)**

Many of you are aware of SIOP’s efforts to help those affected by the devastation wrought by hurricane Katrina. **Steven Rogelberg** initiated the effort and volunteered to head an ad hoc committee to respond to the tragedy inflicted by Katrina and its aftermath. The Emergency Subcommittee of the

Executive Committee responded quickly, empowering the ad hoc committee to act. The committee and the SIOP Administrative Office worked tirelessly to elicit and implement ways to assist our members, nonmembers, and businesses that were displaced and disrupted by the devastation, chaos, and stress. Thank you Steven Rogelberg, committee members **Alan Davidson, Jim Diefendorff, Donald Truxillo, Vicki Vandaveer**, David Nershi (and his staff, especially Ahmad Awad), and everyone who has helped and is continuing to help those affected by both Katrina and Rita. Thoughts about proposing a long-term plan of action for responding to disaster are also percolating.

Another emergency SIOP EC subcommittee action related to Katrina was a letter to APA President Ron Levant (and copied to several other APA officials) encouraging APA to make every effort to hold its currently scheduled annual conference in New Orleans in 2006. We assured Dr. Levant that we would support such a decision by actively encouraging our members to attend the annual APA conference in New Orleans in August 2006.

When we e-mailed SIOP members soliciting volunteers for KARE, one of the offers of help came from Nik Chmiel, president of EAWOP (European Association of Work and Organizational Psychology). We are discussing additional ways in which SIOP and EAWOP can collaborate.

### Federation & FABBS

A continuing theme for SIOP has been visibility. We seek greater recognition from the scientific, HR, and lay communities of our contributions to behavioral science and its importance in the world of work. An opportunity to expand our influence has presented itself in the form of two interrelated organizations: The Federation of Behavioral, Psychological, and Cognitive Sciences (Federation) and Foundation for the Advancement of Behavioral and Brain Sciences (FABBS).

The Federation advocates for sound use of science in the creation of public policy and increased funding to enhance training and research in the behavioral, psychological, psychobiological, and cognitive sciences. It works with executive and congressional staffers as well as federal agencies and their staff on behalf of Federation members, which consist of university departments of psychology, schools of education, research centers, and science divisions of APA. They have invited SIOP to be a member. The SIOP Executive Committee approved SIOP's preliminary involvement with the Federation. **Lois Tetrick** and **Jose Cortina** volunteered to attend the Federation annual meeting December 3 in Washington, DC. They will learn more about the Federation and its capabilities and potential for advocating for greater funding and visibility for our research and practice.

FABBS is a 501(c)3 educational nonprofit organization established to promote and enhance understanding of the behavioral, psychological, cognitive, and brain sciences. Its mission is to educate the public and government

about the contributions of our sciences (activities previously a part of the Federation). FABBS invited me to be a member of its board. I accepted and am now involved in organized efforts to educate the general public, congressional staffers, and federal agency decision makers about our science and practice.

### **Strategic Planning**

Another of my goals, “engage with the Executive Committee and other thought leaders to develop a strategic plan for SIOP,” is also an ongoing activity. Elsewhere in this issue you can read about the valuable ideas that emerged at the September strategic planning meeting in September 2005 and the continuing activities involving SIOP strategic planning.

### **Other Matters**

We welcome our new APA Council Representatives, **Bob Dipboye**, **Deirdre Knapp**, **Ed Salas**, and **Janet Barnes-Farrell**, to the Executive Committee. Pleased though we are to have them represent us to APA, we will dearly miss **Angelo DeNisi**, **Nancy Tippins**, and **Lois Tetrick** whose terms expire January 2006. Thank you, Angelo, Nancy, and Lois. Your service to SIOP is very much appreciated. You have represented us well.

The results of the APA apportionment vote will be known by the time this column appears in print. I am very hopeful that we will gain another seat on APA Council. If only 50% of our members who are APA members cast all their points for SIOP (Division 14), we may gain not one but two seats! We are one of two APA divisions growing in membership. Let's hope that our growth extends to the APA Council.

Again, I want to thank Dave Nershi and the Administrative Office. They are accomplishing amazing things. They have taken on more and more responsibilities as we continue to expand SIOP activities.

These are exciting times!



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## From the Editor

### Planning Ahead

*Where no plan is laid, where the disposal  
of time is surrendered merely to the chance  
of incident, chaos will soon reign.*

Victor Hugo

### Laura L. Koppes

Happy New Year!

Feliz Año Nuevo!

Glückliches Neues Jahr!

Nouvelle Année Heureuse!

Gelukkige Nieuwjaar!

Šťastný nový rok!

The beginning of a new year is a wonderful time to reflect on the past and to strategically think about the future. I commend the SIOP Executive Committee for considering the long-term future of I-O psychology and SIOP. As you will read in this issue, our Executive Committee, committee chairs, and others participated in a weekend retreat to discuss strategic issues for our discipline and society. As one who works with organizations in developing their strategies, I found the experience as a participant to be enlightening. Similarly to other groups, discussions on critical issues are challenging, if not impossible, within a short time period. I encourage you to read the outcomes of the retreat presented in this issue and provide feedback because strategic planning is an ongoing, dynamic process.

In addition to strategic planning, the SIOP Foundation is another avenue for facilitating the success of I-O psychology's future. I am appreciative of all those who give. I am especially grateful for **Kitty Katzell**, a strong supporter of *TIP*, for establishing the Raymond A. Katzell Media Award. Through the generosity of Kitty and others, our discipline is more likely to thrive in decades to come.

Special thoughts continue to go to colleagues and friends who are suffering the devastation from hurricanes, tornadoes, and other disasters. The enormous and integrative responses of numerous professional organizations and individuals have been uplifting. **Steven Rogelberg** will provide an update of SIOP's response through the KARE (Katrina Aid and Relief) Committee in the April 2006 *TIP* issue. To become part of the helping directory, check out SIOP's Web site, <http://www.siop.org/KAREonline/main.htm>.

### Features

I hope you read the president's column. You will find many exciting initiatives under the leadership of SIOP's President **Leaetta Hough**. Three addi-

tional articles are featured in this issue. Representatives from the Association of Test Publishers provide their perceptions of the testing industry. **Sidney Fine** advocates for the necessity of I-O psychologists to be concerned with whistle blowing. The article on hiring colleagues seems appropriate this time of year when academic departments are making their selection decisions.

### **From the Editorial Board**

A strength of *TIP* is the diverse topics provided by the outstanding editorial board. In this issue, global topics include occupational psychology in Great Britain, a German academic in Canada, a cross-cultural skill, and the international digital divide. Other topics include virtual classrooms, reverse discrimination, career lessons learned, emotions in the workplace, a practitioner's perspective, and Muchinsky's humorous column on pomposity and precision.

### **News and Reports**

Much exciting news is presented in this section. Be sure to review these reports so you don't miss an opportunity! On a sad note, we will greatly miss two outstanding scholars, **Williams A. Owens Jr.** and **Nambury Raju**. On behalf of the *TIP* Editorial Board, we express our condolences to their families and friends.

### **Final Note: Idea for a New Column**

I've been sharing an idea for a new column with several colleagues and am looking for individuals to provide leadership for it. As a way to help facilitate communication among and between scientists and practitioners, I would like to create a *TIP* column that highlights research findings of interest to both. I envision the quarterly column to contain descriptions of four to six research studies, using approximately 300 words to describe each study. Additional details will be created with the editors. Any suggestions for column editors would be appreciated.

Please note that my e-mail address for submissions is [LKoppes@siop.org](mailto:LKoppes@siop.org). I wish for you a full year in 2006 of much happiness, joy, and peace!

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# **Whistle Blowing and Industrial Psychology**

**Sidney A. Fine**

I-O psychology's stated objective is to contribute to an organization's success by improving the performance of its people. According to a brochure printed by SIOP, "An I-O psychologist researches and identifies how behaviors and attitudes can be improved through hiring practices, training programs, and feedback systems" (SIOP, n.d.).

I-O psychologists communicate their knowledge and experience through consultation, training, and coaching. When functioning inside a work organization either as a staff member or as a consultant, they are in a position to influence output standards and overall quality of production. A basic assumption is that everyone in the organization is on board and willing to cooperate to achieve the standards and overall quality of production.

But what if that assumption does not hold for everyone and productivity suffers as a consequence? How shall the source of the problem be uncovered? It is entirely possible that tracking failures can lead to problems in training or technology. These are relatively easy to deal with. They are organizational problems. They do not involve problems of individual integrity.

Suppose the problems involve individuals who are motivated by greed or an unwillingness to expose lapses by peers or their own personal inadequacy to maintain standards. A characteristic rationalization resorted to in these instances is loyalty to superiors or peers (despite their transgressions) or an unwillingness to rock the boat. In any of these situations, the consequences are the same, namely, the professional work of the I-O psychologist and correlative staff is undermined.

The contention of this paper is that whistle blowing (alerting responsible people that standards are being violated or not met) is an integral part of every job and needs to be included in the training for it. It thus becomes a legitimate element as an I-O psychologist's concern.

Hardly a day goes by without the press reporting some scandalous failure of integrity on the part of industry or government. Corruption and fraud begin in an individual's job performance. At some point, individual workers, on the production line or in the managerial hierarchy, are deliberately brushing aside or overlooking the standards that they have been trained to achieve—or worse, they have abandoned their moral compass. As noted above, when the product is deficient because of ignorance or workers' failure with the technology, the reparation is clear: more training and/or improved technology.

But when the problem is not ignorance or faulty technology but greed (a loss of individual integrity for profitable advantage) or cover-up of the lapses of supervisors and/or peers in the belief that this shows loyalty, we are dealing with a sickness that can and has undermined whole organizations.

Cover-up comes in several guises: doing nothing, saying nothing, illegal action, conscious diversion. All are equally corrupting.

Thus, a worker must not only be trained to meet standards but also know they have a way of accessing all the resources available in order to achieve them and protect the integrity of the output.

Among the workers involved in the circumstances of an act of corruption, not all are corrupt. We can be moderately certain that training that stresses standards for excellence in product achievement are important to the satisfaction and integrity of some, probably most, of the workers. An organization could hardly have achieved its position of acceptance and prominence if this were not true to a significant extent. Inclusion of whistle blowing in the training and job descriptions of workers is critical, and workers need to know this is an essential and honorable way of achieving the standards of their jobs. How whistle blowing should manifest itself operationally to protect the whistleblower is a vital organizational issue and will be dealt with below. First, let us look at some recent examples of the breakdown of the achievement of integrity to better understand the context of the problem.

The urgent need for whistle blowing in the health services field recently came to light in the unraveling of “one of the most egregious cases of doctors manipulating the trust placed in them” (Glater, 2005). Hundreds of people volunteered to undergo medical tests and operations at surgery centers in southern California for what would be in another context, routine procedures like endoscopies, colonoscopies, and pap smears. Some of the patients received discounted plastic surgery and others cash. Such payments are illegal and could have amounted to \$500 million in claims.

“Uncovering a well constructed fraud can be very difficult because nobody has an incentive to blow the whistle—not the doctors, not the clinic owners, not the patients receiving kickbacks, and some critics say, not even the insurers who can simply raise premiums to cover their costs” (Glater, 2005). But what if there was oversight and whistle blowing built into the responsibilities of the workers processing these claims?

Early in June of this year it was reported that Guidant, a major manufacturer of an implantable defibrillator, continued to market flawed units for months after it had changed the way it made new ones, presumably to correct the deficiency. In its defense the company maintained that the failure rate of the old units in comparison with new units was “similarly low.” In that case why the correction? A former unit of this same company pleaded guilty in 2003 to 10 felonies and agreed to pay \$92.4 million to settle charges that it covered up deaths and other problems related to a device that treated weakness in the main abdominal artery. No one is reported to have blown the whistle in this situation (Meier, 2005a; also Meier, 2005b).

Of the two million or so Americans each year who contract infections while in the hospital, about 90,000 die because of them. Hospital infections,

in fact, are the nation's sixth leading cause of death. "Clearly hospitals are not doing all that they can...many doctors, nurses and other staff members still do not wash their hands between patients. Another simple but often overlooked precaution: ensuring that surgery patients receive the correct antibiotic up to one hour before incisions are made" (Kiger, 2005; also McCaughey, 2005).

"The NPDB (National Practitioners Data Base) is a database of all malpractice payouts made in the United States, usually by insurance companies. As the report [data] shows, many doctors who repeatedly injure their patients and are punished by the legal system as result of their negligence continue to practice without being disciplined by state medical boards....Because the names of the physicians who are repeat malpractice offenders are concealed from the public's knowledge, every patient is at risk" (Wolfe, 2005).

Similar failures occur in the highest levels of our corporations, although they are not immediately life threatening. "The spectrum of business misconduct has included seemingly every flavor of fraud, self-dealing, improper accounting, and conflict of interest. The punishments have ranged from the recent conviction of Bernard Ebbers, the former chief of World-Com, for guiding an \$11 billion fraud, to the fines paid in 2002 by a group of Wall Street firms to settle charges that stock analysts wrote rosy reports on companies to help bring in investment banking business" (Lohr, 2005).

The explosion rise of corporate pay during the 1990s implied that executives know how to do their jobs and understand what is happening at their companies. "At his trial, Mr Kozlowski (former chief executive of Tyco)...portrayed himself in his testimony as something of a slipshod, from-the-hip manager....He claimed that he failed to pay taxes on the money (tens of millions of dollars in payments to him) because he had relied on his accountant and therefore had not been paying attention." Here we have case of both the executive and the accountant not doing their jobs properly. "There is of course a lesson in all of this. Corporate executives who want the big pay had better turn in precision performance, legal experts say"(Eichenwald, 2005).

Another egregious example of performance failure at the highest levels of administration recently came to light concerning the Milwaukee Public Museum, in this case a civic organization (Lank & Umhoefer, 2005). Suddenly the museum, the board of which consists of high-level corporate executives, was reported on the verge of bankruptcy. Investigation revealed that it was a "hands-off board." Here was an opportunity for a whistleblower but there was no acceptable channel for this to occur. Instead nearly one-half of the expert staff was let go (Fine, 2005).

Are these failures in performance to be attributed solely to the inevitability of corruption and/or ignorance? Some of that exists, of course, but something more insidious is at work. I believe it is the combination of knowing but covering things up for fear of being accused of disloyalty combined with

the lack of a neutral channel for reporting failures to work to standard. This is where whistle blowing serves its purpose (Safire, 2005).

Whistle blowing in the work situation must involve a strategy that achieves its objective of restoring integrity in performance and protects the whistle blower. A questionable strategy of whistle blowing is that of Dr. Peter Rost, a Pfizer Pharmaceutical Company vice-president, who is being increasingly isolated within his company because for the past year he has “publicly criticized the pharmaceutical industry over the price of drugs.” Among other whistle blowing acts he has “called for the passage of legislation to allow for the import of low-priced drugs from other countries.” He has said, “I guess everybody is waiting for me to get fired.” John Putzier, president of Firststep, a human resources consulting firm, observed about Rost, “In defense of Pfizer, I don’t think I would want him representing me in the marketplace” (Berenson, 2005).

Examples of good whistle-blowing are the actions taken by the *New York Times* and the *Washington Post* in the wake of the reportorial scandals concerning stories written and published without authentic sources to back them up. They have created the position of ombudsman and assigned this individual to check the authenticity of news stories. Both ombudsmen are also available to the readership of the papers to receive complaints concerning the validity of the stories.

A federal law known as the False Claims Act allows employees to file suit and collect part of the damages if they are successful. Gerald R. Rademacher, a former district sales manager for Softview Computer Products, is set to receive \$1.575 million from the U.S. government. Rademacher blew the whistle on his company for overcharging the federal government for computer accessories and for misrepresenting the size and ownership of the company in order to win contracts (Barton, 2005).

The advantage of having an ombudsman as an impartial oversight channel for whistle blowing was recently recognized as a part of Governor Jim Doyle’s (Wisconsin) Kid’s First Agenda. Advocates for abused and neglected children and their families in Milwaukee County have someone outside the child welfare system to turn to for help. A \$267,000 program includes an ombudsman, assistant ombudsman, and a staff member. “I see this position as very important, because we can give people a place to go that is independent and will objectively review complaints,” said Lisa Drouin, the ombudsman who heads the office. “I think we are going to have an impact” (Zahn, 2005).

Another example is a strategy used by a very large and successful corporation with which I have personally consulted. It operates as follows: Each major organizational unit has an ombudsman known to all the employees of that unit. This person reports to top management. They are the recipients of complaints and information from the rank and file that specified standards are

not being met. These can include failures of technology or laxness on the part of employees. The worker making the complaint remains anonymous. The ombudsman is empowered to check out the complaint but must maintain the anonymity of the complainant.

Would I-O psychology be overstepping the bounds of propriety by insisting that whistle blowing be a normal part of worker training? I think not. Instead it will be making a positive contribution to insure accountability in the achievement of standards. Its efforts in this direction are likely to lead to the setup of a neutral organizational mechanism for registering unwanted departures from acceptable performance. This would be a backup of its professional consulting work.

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## **Using What We Know About Personality to Hire the Ideal Colleague**

**Melinda C. Blackman  
California State University, Fullerton**

It is that time of the year when the world of academia is gearing up to hire recent and seasoned PhDs to fill their vacancies. These new hires will ultimately become the new blood of the department and will someday be running it. We are all familiar with the finding that a good indicator of an individual's future behavior is their past behavior (Colvin & Funder, 1991; Funder & Colvin, 1991). By reviewing a candidate's resume, transcripts, and publication and grant record we can reasonably predict how productive that individual will be if they are hired for an academic position. However, there are also additional concerns that run rampant in every search committee member's mind, after determining that a candidate is very qualified for a particular position. These concerns involve the candidate's personality and are typically not voiced as often. Some of these pivotal questions that linger in search committee members' minds might be:

“Will this candidate actually want to teach the courses that he or she says they would like to teach? Once they are hired will he or she want to focus on an entirely different specialty?”

“Will this candidate take on his or her fair share of committee assignments?”

“Will this candidate’s personality fit well with the diverse student population at our university?”

“Will this ABD candidate really keep his or her word and finish their thesis before joining our department?”

“Will this potential faculty member become an adversary at every faculty meeting?”

“Would I want my office next to this individual?”

I am sure there are some job searches that we all look back on with regret. We might have feelings such as “if the faculty as a whole had only followed their instincts this would not have happened.” As I-O psychologists we are privy to a tremendous amount of research on the science of selecting personnel. However, when the time comes for the search process, a lot of the time we fail to use this knowledge, let alone share this knowledge with our colleagues. We need to practice what we teach. If we implement the hiring techniques that we teach about in our classes, we will be assured that whoever we choose has the highest probability among the other candidates of being the optimal colleague.

Many search committees structure their searches based upon “the way we have always done it” with the rationale that it has worked so far. Don’t

assume because all search committee members have a PhD that they are experts in the selection process. Go ahead and share your knowledge. Everyone is always appreciative of anyone who is willing to take the reins, especially of a search process.

Here are some ideas to share with your colleagues about how to structure the interview process to best ferret out the job candidate's true personality characteristics and put those lingering questions to rest. As I-O psychologists we are very familiar with the strong finding that the structured job interview, with its standardized questions and rating procedure, best predicts a candidate's job performance potential (Campion, Palmer & Campion, 1999; Campion, Pursell & Brown, 1988). However, when it comes to assessing a job candidate's personality characteristics, research has shown that interviewers should use an *unstructured interview* format (Blackman, 2002a, 2002b). The unstructured interview consists of free-flowing conversation between the interviewer and applicant with no standardized questions. This interview type is usually conducted in a very casual atmosphere such as over coffee or lunch, and many follow-up questions are asked of the applicant. Research has shown that the unstructured format is far superior to the structured format when predicting a job candidate's personality, though the structured interview should still be used to predict the future performance aspect of the job candidate (Blackman, 2002a). Why are interviewers who use the unstructured format so successful in accurately predicting the job applicant's personality? The answer lies in the fact that the unstructured format puts the candidate at ease and the relaxed nature of the interview elicits more candid responses from the applicant (Blackman, 2002a, 2002b). Many times the interviewer befriends the candidate during the interview, and the candidate may inadvertently reveal telling personality characteristics about themselves to their new found friend. The job applicants find that the script that they had prepared for the structured interview will not fit in this interview format, so they rely on off the cuff responses, and their true personality characteristics have a higher likelihood of appearing during an unstructured interview format (Blackman & Funder, 2002). For instance, the candidate might reveal why they are leaving their current tenured position or if they have any other job prospects on the horizon.

What I would recommend would be to utilize both the structured and the unstructured interview format during the interview process. Use the structured standardized interview and a job talk first to reaffirm whether you determined from the candidate's file that he or she is qualified for the position. After you have determined this, follow-up with an unstructured interview over coffee or dinner.

As the interviewer, you need to be savvy about the telltale signs that an applicant might be stretching the truth or deceiving you. David Funder, professor of psychology at UC Riverside has shown that there are four factors or

moderators that increase the likelihood that you will make an accurate personality judgment of the job applicant. These four factors are:

1. The Good Judge
2. The Good Trait
3. The Good Target
4. Good Information

Funder's (1995) research has shown that interviewers or judges of personality who are very extraverted and out-going are the best judges of personality—The Good Judge. Extraverts, typically, have had a lot of experience socializing with individuals and reading others' personalities. Ideally you should refrain from using an introverted colleague to conduct the interview process as these individuals are shown not to be as adept at reading the nonverbal behavior of others.

The Good Trait moderator variable is simply that some traits are easier to judge than others. Funder's research has shown that traits that are more observable to the eye, such as how talkative or dependable an individual is, are easier to judge and be accurate about than traits that are less observable, such as how much an individual daydreams or feels guilt. So as an interviewer, if you are judging how warm and caring an individual is (a very observable trait), more than likely you will probably be very accurate about the extent to which the job candidate possesses that trait.

The Good Target variable implies that some targets or job applicants are easier to judge than others, and it is those individuals who you will be more accurate about in your judgments (Colvin, 1993). For example, upon meeting a candidate who opens up to you and tells you their life story and exhibits consistent behavior throughout the interview process, you can consider this individual a Good Target and know that you will probably be correct in your judgment of him or her. However, if you interview an applicant who is very closed mouthed and inconsistent in their behavioral patterns during the interview process (a hard to judge target) you really can't conclude with any certainty your accuracy level about this individual's personality.

And last, we come to Good Information. Funder states that it is important to look at the quantity and quality of information that you have about the job candidate. More information and the better quality of information that you have about the applicant will increase the accuracy of your personality judgment about him or her. Ideally you want to gather as much information about the candidate as possible. The longer the interview the better. Blackman and Funder (1998) have shown that increased acquaintanceship or longer interviews leads to more accurate personality judgments. As for getting "good quality" information about a job candidate, interview the candidate in a variety of settings if possible. Perhaps, interview the individual in a formal office setting, then in an informal setting over coffee at a coffeehouse. The more faculty members that can be scheduled to meet or have a casual meal with the

job candidate the better. These varied situations will allow you to gather good quality clues and determine a consistent behavior pattern from the job applicant. The more clues that you gather about a job candidate's personality, the more accurate you will be in making an assessment as to whether the candidate will engage in behavior that is counterproductive to the goals of the department and the university.

Looking at a job candidate's nonverbal behavior is very important for obtaining clues to factor into your personality assessment of the candidate. Paul Ekman (Ekman, 1992) has shown that ideally we should focus below the candidate's waist for telling clues or "leakage" as he calls it. When an individual is trying to pull the wool over an interviewer's eyes, they tend to rehearse the deceitful statements with a conscious control of their facial expressions. Ekman has shown that what individuals fail to control is involuntary movements or gestures below the waist that can signal that the individual is lying. For instance, a candidate may inadvertently display a telling hand gesture (an "emblem") that may not be seen by an interviewer sitting behind a desk. Another clue that an individual may be deceiving the interviewer would be if the applicant was manipulating some accessory that they were wearing (e.g., a belt or ring) or a body part (e.g., hair). Ekman warns us that these are just clues that an individual might be lying and that the more clues that we gather the more likely we can assume that an individual is not being truthful. However, using just one clue as a concluding piece of evidence for deceit should not be done.

Ekman's clues for deceit lend more supportive evidence for implementing the unstructured interview. In this casual interview environment you will be able to see the applicant's entire body and be more cognizant of any discrepant behaviors or telltale signs. So when implementing the unstructured interview make sure that you are positioned in a vantage point where you can see the applicant's entire body.

One final tip for predicting an applicant's potential to engage in behavior that is counter to the goals of your department: Multiple methods are best. If your search committee has the time, get different perspectives of the candidate from various sources such as their mentor, academic advisor, peers, and those individuals who wrote their letters of recommendation. By gathering different sources of information you should have a higher likelihood of coming upon a clearer picture of the applicant's true personality. Good luck sleuthing for clues!

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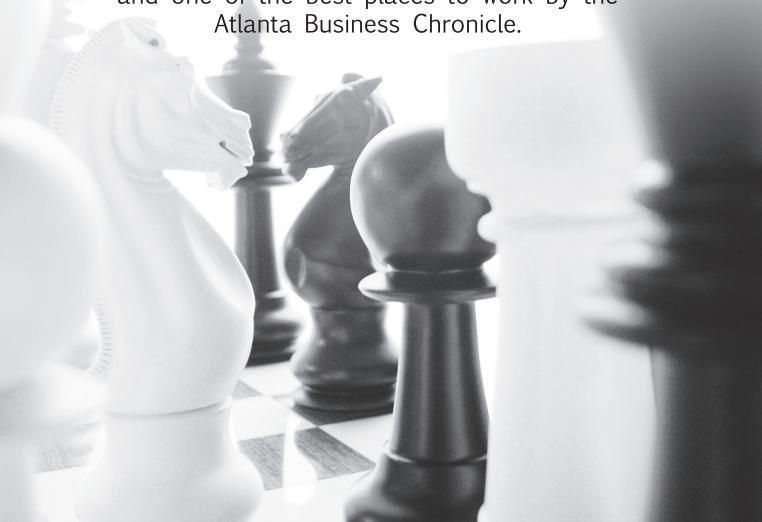
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## *Spotlight on I-O Organizations*

Lori Foster Thompson  
North Carolina State University

One of the longest titles in the history of popular music belongs to Hoagy Carmichael's song "I'm A Cranky Old Yank In A Clanky Old Tank On The Streets Of Yokohama With My Honolulu Mama Doin' Those Beat-o, Beat-o, Flat On My Seat-o Hirohito Blues." Impressive as this may be, Hoagy's tune has nothing over on this issue's guest columnist, Dr. Angela Carter, who happens to hold the record for the longest professional title in **Spotlight** history! "Just reading my title and affiliations is enough to give a person indigestion," jokes Angela.



In the last issue of **Spotlight on I-O Organizations**, I promised you a trip to England. At last, the time has arrived, and I'm pleased to report that Angela has agreed to serve as our tour guide during the journey. On the following pages, she provides an excellent overview of I-O (or is it OP?) in the UK, offering a glimpse of how our British neighbors organize, meet, and network with colleagues holding similar interests.

### **I-O or OP: What's in a Name?**

**Angela Carter**

**Chartered Occupational Psychologist and Member of the International Relations Standing Subcommittee (IRSCC), Division of Occupational Psychology (DOP) of the British Psychological Society (BPS)**

This short article is an introduction to work psychology and its organization in the UK. We are known as occupational psychologists (OPs) although many in the UK will use titles such as work psychologist, business psychologist, and organizational psychologist to reflect a notion of being closer to organizations. Many of us feel the OP title distances us from our fellow Europeans who are known as work and organizational psychologists. Dissatisfaction with the title was so strong in the year 2000, a ballot was taken of DOP members regarding changing the name to one that is the same as, or similar to, the European title. But, with a majority vote in favour of OP, that is where our identity remains. It is perhaps more sensible to promote what occupational psychologists do than argue about a name.



### **The British Psychological Society (BPS)**

The BPS is an historic organization founded in 1901 and incorporated by Royal Charter in 1965 ([www.bps.org.uk](http://www.bps.org.uk)). There are BPS offices in England,

Northern Ireland, Scotland, and Wales, reflecting the devolved government structure of the UK. The Society accredits over 800 undergraduate degree courses and over 150 postgraduate professional training courses. It confers chartered status for professionally qualified psychologists and fellowships on distinguished members.

The BPS has many publications including 10 scientific journals (e.g., the *Journal of Occupational and Organizational Psychology*), books, position papers (e.g., *Child Protection*), consultation papers (e.g., *Proposal for a European Qualifications Framework*), best practice guidelines, and information on psychological testing. It supplies a monthly journal for members (*The Psychologist*), a free e-research digest, and services for the news media and the public to answer questions about psychology.

Currently the BPS has 41,961 members and is the representative body for psychology and psychologists in the UK. The Society has national responsibility of the development, promotion, and application of psychology for the public good. Members are organized into 10 divisions (such as the DOP and the Division of Counselling Psychology) responsible for the professional interests of members. In addition, there are 13 sections (such the Psychology of Women and Qualitative Psychology sections) available to members with a special interest in an area of psychology. People can and are members of both sections and divisions. Collectively these groups are known as subsystems.

### **The Division of Occupational Psychology (DOP)**

The second largest division of the BPS is the DOP with 3,174 members. DOP members have access to two professional networks: the BPS branch network and the DOP.

The branch network covers a majority of the UK and offers meetings, both formal and informal, on a regional basis to provide professional support and knowledge dissemination. Meetings are funded centrally from the BPS. Groups of applied psychologists are encouraged to meet together to discuss topics of mutual interest regardless of their divisional affiliation. This network develops an interesting and wide ranging dialogue on a variety of topics. For example the Sheffield Hub of the North East Branch (a big region that is broken up into a number of smaller groups serving local areas) meets every 2 months and last week conducted a debate on “the harm managers do.” The next meeting will discuss “teams, do we need them?” These networks offer valuable support for lone practitioners, many of whom organize themselves into groups to maintain and develop their professional practice. It is a statutory requirement for every chartered psychologist to submit a record of a minimum of 40 hours of such continuous professional development in order to maintain their certificate of practice. In addition, branches develop a number of seminars and local conferences, the biggest of these being the annual BPS conference held in April when the new president of the BPS is

elected. The next BPS annual conference will be held in Cardiff City Hall between 30 March and 1 April, 2006 (details can be found on [http://www.bps.org.uk/conferences-%26-events/event-listing/events\\$2006/march/ac2006/ac2006\\_home.cfm](http://www.bps.org.uk/conferences-%26-events/event-listing/events$2006/march/ac2006/ac2006_home.cfm)).

The DOP is the professional body defining training, development, strategy, and policy for OPs. The mission statement of the DOP is:

[T]o promote, develop and regulate the work of occupational psychologists in corporate, academic, voluntary, public and private sector settings so as to enhance the well-being and work effectiveness of organizations and individuals within society. We encourage the development of occupational psychology thorough continual, critical examination of its theoretical base.

Currently, 61 people serve on the Division Committee, which is comprised of an Executive Committee (currently chaired by Mark Embleton, supported by Honorary Secretary Kim Stevenson, Treasurer Ann Read, Chair-Elect Eugene Burke, and Past Chair, Ros Searle) and seven Standing Sub-Committees (SSC). This author is a past chair and member of the Internal Relations SSC (IRSSC). The DOP also supports members during their post-graduate development, facilitating a Training Practitioners Support Group.

The DOP offers a number of symposia and educational events (including an extensive masterclass and workshop program, <http://www.bps.org.uk/dop/dopws05.cfm>) crowned by the flagship annual conference to be held next in Glasgow between 11 and 13 January 2006 (for details see [http://www.bps.org.uk/conferences-%26-events/event-listing/events\\$2006/january/dop-06/dop-06\\_home.cfm](http://www.bps.org.uk/conferences-%26-events/event-listing/events$2006/january/dop-06/dop-06_home.cfm)). This is a great annual shindig where people renew old acquaintances, make loads of new ones, learn something new about OP, and probably have far too much to drink. The DOP also holds conferences for post graduates (the POP conference), practitioners (Professional Practice Events), and for those involved in selection and assessment (the Test Users' Conference). International contributions are welcomed at all of these conferences.

There is an international symposium at every DOP conference when an afternoon is dedicated to international affairs. In January 2006 the theme is diversity, with both academic and practitioner contributions looking at assessment in the Dutch police force, diversity mindsets, and ethnic diversity and applicant behavior. These contributions are funded by the DOP to increase international participation.

The Internal Relations SSC aims to develop and extend international relations for OPs. Members of the committee have an active working relationship with The European Association of Work and Organizational Psychologists (EAWOP). In addition, members of Internal Relations SSC are developing relationships with SIOP, AoM, and the Consulting Division of the APA. The chair of the SSC (**Helen Baron**) is also a member of the International Com-

mittee of the BPS ensuring activities of the DOP disseminate to a wider audience of applied psychologists.

Members of these international committees actively wish to assist the development of psychology internationally, in both developed countries and those with emerging economies in which psychological organizations are becoming established, such as those in Africa, Central and Eastern Europe, and Asia. The Internal Relations SSC is successfully assisting the development of occupational psychology in Greece and, along with other members of the BPS, recently cofacilitated a visit of psychologists from China.

Like the BPS, the DOP is a volunteer organization and there are no payments made to committee members. Why do people do this sort of voluntary work? The work is popular because it provides a great opportunity to influence the future of occupational psychology and offers a fantastic network of connections valuable to members. Opportunity to work with psychologists in different contexts not only provides great travel experiences but contributes variety and innovation to individuals' working practices, and extends opportunities for collaborative working.

### **Challenges for Psychologists**

The challenges of organizing a group of psychologists are immense and resemble herding cats! There are several debates of interest to psychologists at present. The name issue mentioned previously has been superseded by the desire for national regulation of psychologists (a role currently held by the BPS). This is turning into a long and difficult debate with the Department of Health, a body which not all members feel is appropriate to regulate OPs. Currently the BPS Negotiating Committee is discussing various other models of regulation that would be suitable. Although it is important to professionally regulate psychologists, the current BPS position of being both judge and nurturer means that supportive membership functions can be considered less important than those of governance. Currently, psychologists in the UK are embracing occupational standards of competence and are discussing harmonizing qualifications and standards with other European countries to allow free movement of psychologists within the European Union. Representatives from the DOP have been actively involved in these discussions and the development of the European diploma.

Currently the DOP is funding a large scale research project (called OP-F.I.R.S.T, see [www.bps.org.uk/dop/opfirst](http://www.bps.org.uk/dop/opfirst)) to assess and develop the knowledge and practice base of occupational psychology. This is an exciting project, consulting a wide group of stakeholders both within and outside the profession to ensure the training and development of OPs is current and reflects the future needs and aspirations of a dynamic profession. The project will report in June 2006, and it is likely that material from this research will define the future shape and prospects of occupational psychology.

These are a few of the current challenges facing psychologists in the UK. However, as people participating in voluntary work are aware, engaging interest in these matters to develop coherent arguments supported by a majority of members is a difficult task. The BPS Subsystems work hard to develop effective communications with their members to inform and collect opinions. In this regard, the DOP has an impressive journal called *People and Organizations@Work*, [http://www.bps.org.uk/dop/pow/pow\\_home.cfm](http://www.bps.org.uk/dop/pow/pow_home.cfm).

A final cause for concern among OPs is that people do not know what we do. In order to address this, the DOP has been working closely with public relations organizations to develop a strong image. A recent advancement to this end is the development of an Internet portal, which will reflect OP activities and expertise in a coherent manner to consumers. This should be online later in 2006 ([www.pow-bps.com](http://www.pow-bps.com)).

### **Concluding Editorial**

So there you have it—a quick tour of what occupational psychologists are up to in the UK. Clearly, there are many exciting activities and developments underway. Some of these initiatives (e.g., movement of psychologists within the European Union) are specific to the unique environment in which our British counterparts operate. Others (e.g., the name issue as well as the need to better educate the public on what OP is all about) parallel topics of concern here in the United States.

As you have read, DOP members have a number of interesting meeting and networking opportunities at their disposal. Might your research and/or practice benefit from participation in a DOP meeting or conference? Our British neighbors are keen to develop strong international relations, and they invite you to submit your work to their conference or otherwise correspond with them about future collaborative international activities with your organizations. “Don’t be overly concerned that we don’t bear the same name as you,” they advise. “We are still concerned with the science of people at work.”



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## *Changing Places in a Small World*

Natalie Allen  
University of Western Ontario

Our **Changing Places...** columnist in this issue of *TIP* is Bernd Marcus. Given that Bernd is a new colleague of mine at The University of Western Ontario, I have a particular interest in seeing this Germany-to-Canada IWE work out well—and for the long term! In what follows, Bernd describes his “early days” as a faculty member at UWO, the contrasts he sees between Canadian and German university systems, and the experience of changing places.

### **Moving to Canada: Early Reflections of a German Academic**

Bernd Marcus

#### ***Tell us about your IWE and what you did before it began.***

My IWE is still at an early stage, and unlike the IWEs of most former contributors to this column, it is not a limited-term experience. In April 2005, I was offered a tenure-track position at the University of Western Ontario (UWO) in London, Ontario. This is a joint appointment between the I-O area of the Psychology Department and the HR area of the Bachelor of Administrative and Commercial Studies Program, a business administration program within the same faculty as psychology. I accepted this offer shortly after and came here from Chemnitz, Germany, in August 2005, with not much more than a suitcase, my laptop, and little of an idea of Canadian culture and the academic system here. I had spent my whole life in Germany before and worked in psychology departments in Stuttgart-Hohenheim, Tübingen, and Chemnitz. There, I was a member of the so-called academic “Mittelbau.” Membership in that group typically covers the period between the diploma degree and the first fully tenured professorship in German academic careers. On average, this period lasts between 10 and 12 years, during which *Mittelbau* members prepare their dissertation and establish their research program, which finally leads to yet another (post-doc) thesis and a degree called “Habilitation.” Unlike assistant professors in many other parts of the world, most *Mittelbau* members formally work under direct supervision of a full professor until they are tenured themselves. Virtually all academic positions in Germany except for full professorships are limited term. The former German federal administration has tried to establish a tenure-track system but with quite limited success so far.



### ***What motivated you to move to Canada?***

In summer 2004, I went to the European Conference on Personality in Groningen, The Netherlands, where I met a number of nice Canadians who all turned out to be connected to UWO. Their names were Julie Harris, **Mike Ashton**, and **Kibeom Lee**. Julie was the one who made me aware that UWO was looking for an I-O person with a profile that appeared to fit quite well to my own research interests. I had just finished my *Habilitation* at that time and was looking for a new position because my contract in Chemnitz was about to run out. So I sent in my CV and was invited for a job interview in February 2005. Not the time of the nicest weather in Canada, but the people I met and the atmosphere of the selection process did more than just compensate for the snow and wind chills. I went home with the impression that I met a highly productive work group whose members had really taken care of me as a person as well as of my work. I had some prior experience with job appointments in Germany both as an applicant and a committee member—the difference between the efforts taken to attract applicants at UWO and the lack thereof in German selection processes was striking indeed.

### ***Tell us about your typical workday since coming to Canada.***

During the few months I was here, my typical workday changed substantially several times. The first couple of weeks I spent basically meeting new people, trying to memorize new names (and PINs), learning about the differences between German and North American academic systems, and doing any sorts of paperwork one can think of (yes, the actual impact of Max Weber's ideas on this side of the pond appears to be stronger than I expected). This was mostly a very pleasant and exciting, though not particularly productive, time. Then, there was a period when I realized that I would soon have to teach, in a language which is not my own, and hectically began to prepare for my course. During the first week of classes, this course surprisingly had to be cancelled, which marked the beginning of the current phase of my typical workdays. Right now, I have the opportunity to work on proposals for new research and papers on completed projects much more intensively than I had expected. This is something I am familiar with, so my typical workday is currently not much different from many workdays I had in Germany. However, it is foreseeable that I will soon change the hat I wear again and become a teacher in addition to a researcher. As far as I can tell by now, teaching differs more substantially than doing research between Germany and North America. My first impression is that North American professors, on average, invest more time and efforts in teaching and advising students, which may have to do with the current lack of tuition fees as well as regular teaching evaluations in most German universities. As a consequence, the quality of teaching is probably superior in North America, an aspect rarely considered in the heated debates on establishing tuition fees the German pub-

lic currently goes through. Although the lack of incentives for effective teaching in the German system is certainly disadvantageous for the most part, there may be also an inadvertent advantage to it. German students tend to learn very early to stand on their own feet—not because they are trained to be independent but more because they simply have no other choice.

### ***Speaking as an I-O psychologist, what are you learning from the experience?***

Most of my own research is on the role of individual differences in I-O psychology, and I am still convinced of the power of personality. However, my personal experiences during the first months on a different continent reminded me of the fact that the situation can be a forceful power as well. One of my basic feelings, especially in the first couple of weeks, was that someone had taken away my old life and gave me a completely new one instead. Not that I don't like my new life—it is exciting in many respects—the point is that a really fundamental change in the situation keeps you busy with things that would not at all be at issue had the situation not changed. Speaking as an I-O psychologist, my experience made me aware that in the current world of work, where the element of change perhaps plays a more important role than ever before, the difficulty of the “human element” to keep up with this pace may be the most fundamental future challenge.

### ***How did your family and friends react to the move?***

Moving to Canada was actually not one of the easiest decisions in my life. Most of my friends encouraged me to take this opportunity, but the feelings of my partner and family were more ambivalent. They did see the opportunity as well, but, of course, they also saw that there will be an ocean between me and them. Given this situation, I cannot stress enough how helpful the support and understanding of all my family members was, in particular that of my partner, Monique. This was certainly a decisive factor for my final acceptance of the offer.

### ***So far, what has been the “best” and the “worst” aspects of the move?***

I am not perfectly sure about what was “best” and “worst” about my experience so far. There are simply too many facets to be considered. I can pick out a few examples though. For instance, I was really impressed by the efforts taken here to support and integrate new faculty members. Further, the tenure-track system is definitely a better way to prepare young researchers for the role of a full professor than the sudden transition from supervised to fully independent work practiced in Germany. I also have the impression that tenure track, and the evaluation system attached to it, provides universities with a considerably more objective basis for selecting fully tenured faculty. There is currently a lot of lament about “brain drain” in Germany, the fact that the country “exports” more scientists than it attracts from outside. This problem is real, and I think there are tangible causes for it inherent in the German system.

On the more negative side of my experiences, I had the impression that the North American system of academic self-regulation has some inherent tendency towards procedural overformalization. I was struck by the multitude of committees installed to regulate pretty much everything, including committee work, and by the number of people, institutions, and procedures formally involved in many decisions that German professors are used to make largely on their own discretion. For example, submitting a research proposal in Germany requires the proposal itself plus an informal letter from the university confirming that it is willing to host the research. Here, I learned that the submission of a proposal can be a science in its own, requiring a similar degree of scholarship as writing the proposal (though in different subjects like, for instance, measuring out page margins or filling in online forms in exactly prescribed formats). Yes, it is good to have institutionalized safeguards against nondemocratic or unethical decision making, but there may always be too much of a good thing.

From a more personal perspective, I was excited to see so many new faces almost every day, and it was of tremendous help that virtually all these faces were friendly, and stayed just as friendly when I came out with questions that must appear silly to everyone socialized in this environment. However, I also occasionally miss seeing some faces I have known a little longer.

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## *Global Forum*



### **Cultural Skill: An Emerging Construct for the 21st Century**

**Michael M. Harris**

This summer I had two terrific trips. The first trip was to Europe, where I visited the University of Zurich (as well as Ghent University, visiting a great castle with my old friends **Filip Lievens** and **Fredrik Anseel**), meeting some very hospitable and friendly I-O psychologists, including **Cornelius Köenig**, **Martin Kleinmann**, **Klaus Melchers**, and **Ute-Christine Klehe**. I highly recommend a visit to Zurich if you have the opportunity. The second trip, which also had a little international flavor (if you count Canada as being international), was a family vacation. After driving to Detroit and dropping my wife off to stay with the “kids,” including our grandson, my youngest son (15 years old) and I drove to Niagara Falls. We had much fun getting soaking wet, taking several different excursions around the Falls. Best of all, however, was the Whirlpool Jet Boat ride, which involves trying to stay seated in a boat as it crashes into huge waves. I believe that our guide referred to this as “nasal drowning.” I sure was convinced I would drown in the boat. I enjoyed the many conversations I had with other people, especially as we waited in lines for various rides. I also discovered that there actually are two sides to Niagara Falls; the Canadian side that everyone seems to focus on, and the U.S. side, which I personally thought was more attractive. If you have not yet been there, I highly recommend a visit to Niagara Falls; make sure you visit both the U.S. and Canadian sides.

How does all of this relate to the present column? Besides the time I spent in the obviously international culture of Zurich, what struck me as particularly interesting on the Canadian side of Niagara Falls was just how international the visitors were. By contrast, the U.S. side was strikingly not very international. Besides becoming really soaking wet several times, my experience visiting Europe and Niagara Falls also led me to think about the importance of cross-cultural skill in the workplace. Specifically, these trips made me think about the topic of cross-cultural skill, in terms of what it is, how to think about it in the context of practice, and whether to train or select employees on the basis of cross-cultural skill.

#### **What Is Cross-Cultural Skill?**

From a more theoretical perspective, I believe there has been a paucity of thinking about what exactly is cross-cultural skill. The best work to date in

this regard has been done by scholars studying a construct they call “cultural intelligence.” These scholars have relied less on specific dimensions or competencies underlying cross-cultural skill and more on a general construct approach. For example, Earley and Ang (2003) defined cultural intelligence as “a person’s capability to adapt effectively to new cultural contexts” (p. 59). Earley and Ang linked the construct of cultural intelligence to other types of intelligence, including emotional and social intelligence. In their framework, cultural intelligence is a multifaceted structure that includes metacognitive, cognitive, motivational, and behavioral factors. Personally, at least from an applied perspective, I prefer focusing on specific skills (see below). If you are interested in reading more on the cultural intelligence, however, I urge you to read the book by Earley and his colleagues (Earley and Ang, 2003).

I recommend that it is best to begin with a job analysis to determine the necessary skills that are required to interact effectively with people from different cultures. In turn, this leads to the question of what kind of situations or interactions we are trying to understand. There is a relatively large amount of literature, for example, on preparing expatriates to interact in another country. But, in today’s world, there are many more situations in which employees are going to interact, including serving on an international team, managing an international team, opening a new facility in another country, and so forth. It seems quite likely to me that the cross-cultural skill set needed may differ, depending on the context one is functioning in.

Without having performed any formal job analysis, I found a Web site that provides a list of competencies that may be necessary for effective international interactions, including listening orientation, emotional resilience, and openness, as well as others. It would seem to me that by using an appropriate list of competencies, in concert with a job analysis, one could determine which of these skills is needed to be effective. Regardless, I would suggest that anyone thinking about measuring cross-cultural skills begin with a solid job analysis of the tasks involved in international work.

### **Diagnosing Your Organization’s Need for Cross-Cultural Skills: A Human Resource Planning Approach**

Perhaps I have been in a business school too long, but I would recommend that in order to determine your organization’s need for cross-cultural skill, I-O psychologists should use a human resource (HR) planning model. A reasonable model for HR planning begins with an analysis of your organization’s current mission and business strategy, as well as future vision. Given that our focus is on cross-cultural skill, although it is well beyond the scope of this column, it makes sense for you to include an analysis of what stage of globalization your company is in. Next, determine relevant internal and external trends. International competition, for example, may portend new threats to your organization. These trends will suggest how your company’s mission and

strategy is likely to change over the next few years. International competition, to continue with the example, may necessitate a change in your organization's business strategy. Then, in light of those factors, determine your future HR needs (e.g., needed workforce competencies, such as cross-cultural skills) and HR capabilities (e.g., what level of cross-cultural skills they currently have). Given the above two steps, one can determine whether there is a gap between the organization's future HR needs and HR capabilities. If there is a gap, you would then need to consider how you will address the problems that will arise.

In the present case, there are probably two major potential solutions for addressing a gap in cross-cultural skills. Specifically, one might take a training approach or one might take a selection approach. Next, I explain how one might address a gap in cross-cultural skills through training, followed by a description of solving the gap using a selection approach.

### **Training for Cross-Cultural Skills**

Training may represent an effective way of improving an existing workforce's cross-cultural skills, and even a quick review of the Internet will show that many consulting firms provide this kind of program. You will also find a number of books written on cross-cultural training; my favorite is by Landis and others (2004). One way to categorize different cross-cultural training programs is to divide them into classroom-oriented programs and developmental programs. The former approach might use a combination of lecture, videos, cases, and exercises to develop cross-cultural skills. I am a big believer in the concept that the best way to learn how to do something is to do it, so I particularly like the developmental approach, which involves providing employees with hands-on experience in cross-cultural situations. An employee could participate in a range of developmental experiences, ranging from relatively low-risk exposures (e.g., preparing a presentation on another country) to moderate-risk exposures (e.g., serving on an international task-force) to high-risk experiences (e.g., managing an international team). The notion here is that by starting an employee with low-risk experiences, he or she can effectively work towards more challenging experiences. Of course, learning by the "sink or swim" method is not always the most effective way to operate, so ideally, an organization would combine the classroom method with the developmental approach.

Keep in mind that one major potential problem with training as a solution to HR gaps is that the training may not transfer to the job (i.e., the classic "transfer of training" problem). I recommend that any company considering providing cross-cultural skills training carefully consider how to address transfer of training issues.

To summarize, there is of course much more to say about cross-cultural skills training, but space and time prevents a more in-depth treatment. Mendenhall and Stahl (2000), for instance, described some interesting emerging approaches to training, including "in-country, real-time" training, global

mindset training, and Internet-based training. I have no doubt that sophisticated, valuable cross-cultural skills training programs can be designed and implemented with careful thought.

### **Selection for Cross-Cultural Skills**

The second approach to addressing gaps in cross-cultural skills is to assess and screen employees on that basis. There is little research in this area. What literature does exist has focused on measuring cultural intelligence. I imagine that there are two major possible methods to assess cross-cultural skills, including self-report approaches and interview techniques.

There have been some recent attempts to measure cross-cultural skills via self-report, and some well designed studies have used this approach with good results (e.g., Templer, Tay, & Chandrasekar, 2004). I think that this is an interesting approach, with a long history of course in psychology. My concern with this approach is that there is a potential for faking. In addition, it is quite conceivable that test takers will not have had cross-cultural experiences, so asking them to self-report their cross-cultural skills may not provide meaningful information.

A second approach is to use the interview approach to assess cross-cultural skills. Given the positive validity coefficients reported for structured interviews, and being an unabashed advocate of properly designed and implemented structured interviews, I heartily endorse using both the behavioral description approach and the situational interview approach for creating questions to assess cross-cultural skills. For example, here is one behavior description interview question that might be effective: "Tell me about a time when you had to work with someone from a different culture. What issues arose? How did you handle those issues?" Another example is "Describe what you did to prepare to build rapport and communication in an international assignment. What problems did you experience? How did you work on solving them?" The situational interview approach may be particularly helpful if someone with little or no prior international experience is being interviewed; a couple of possible examples include "Imagine you have been designated to lead a new work group comprised of people from different countries, who have never worked together before. How would you go about setting up the work group? What issues would you expect to arise?" Or, "Assume you were asked to take an assignment in Country X for one month. How would you go about preparing for this assignment? What issues would you expect to encounter?" Research is needed, of course, to determine the validity of these and other methods of assessing cross-cultural skills.

Other potential methods of assessing cross-cultural skills include assessment centers and situational judgment tests. Clearly, much basic work needs to be done in terms of the assessment of cross-cultural skill.

## **Summary and Conclusions**

It will become increasingly difficult to avoid working with people from different cultural backgrounds. If we are to make effective contributions as I-O psychologists, I would submit that developing our expertise in understanding cross-cultural skills is imperative. We need to become familiar with training programs to increase cross-cultural skills, as well as build our knowledge on how to assess these skills. I believe that we have a valuable contribution to make here. In the 21st century, I expect that effective cross-cultural skills will have a major impact on careers in general and on the future of I-O psychologists in specific. Please send me comments and reactions to this column (mharis@umsl.edu). I look forward to hearing from you!

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## *Leading Edge*

### The International Digital Divide and Its Local Subdivisions

Holly S. Payne  
Qwiz, Inc.



R. Jason Weiss  
Development Dimensions International



To many of us, the Internet is a critical work tool. Most people we know in I-O—academics, practitioners, and students alike—typically access the Internet multiple times a day to communicate, to research, to work, and to relax. The Internet is a rich, “free” resource—provided you can get online, there is no additional charge to access a good deal of useful news and information and to use popular tools such as e-mail. To that end, we tend to regard high-speed access to the Internet as not unlike a utility, like electricity or water: It’s a big pipe that provides all the access we can use, and, like a utility, it is a basic necessity of modern life and work. It is not too far a stretch to say that if we were shut out of access to high-speed Internet while everyone else continued to have it, we could not work efficiently or collaborate effectively.

This idea forms the heart of the concept of the digital divide. The term was coined to denote international disparities in access to information and communication technologies (ICTs) in general, and to the Internet in particular (OECD, 2001). The logic goes like this: Wealthy nations have greater access to and make more extensive use of ICTs than developing nations. To the degree that access to ICTs is a necessity to do business, developing nations would be correspondingly shut out and suffer economically as a result, a notion that has led to considerable consternation among think tanks and international agencies. In recent years, however, it appears that the adoption rate of technology has increased considerably in developing countries, so the fear that they might be permanently left behind now appears overblown (Fink & Kenny, 2003).

International differences in access to the Internet have some relevance for I-O, at least for those involved in the implementation of global staffing systems. However, as we researched this article, we found that the broad-brush painting of some countries as technological “haves” and others as “have nots” is a gross oversimplification. The underlying state of Internet access and use within countries is much more variable and subtle. This latter finding holds considerable implications for I-O. Specifically, it poses important challenges

to assumptions that a given online hiring process is equally accessible to anyone who might be qualified to apply for a position. In the following section, we review available research across a number of variables that are associated with computer and Internet use to help evaluate this assumption.

## The Digital Subdivisions

### *Access Speed and Quality*

Speed and quality of access create further distinctions within the have/have not camps (Crews & Feinberg, 2002; Fillip, 2001). The standard distinction is made between broadband and dial-up Internet connections, though there are many technologies for each. Broadband is the faster and more expensive of the two, enabling users to access the richest, most graphic- and media-heavy content. Dial-up, which is cheaper and more prevalent, offers a slow connection that is not conducive to Web-surfing. As a result, broadband users are most likely to use the Internet more often and for a wider variety of activities. In contrast, households with dial-up access perform fewer activities online compared to those with broadband. A third group, who do not have computers at home and must access the Internet at work or use publicly available computers at libraries or community centers, lag behind both of these groups (National Telecommunications and Information Administration, 2004).

### *Location*

For a number of reasons, rural areas have less of an Internet presence, proportionally speaking, than do urban areas. One reason is technological, as the two most popular broadband technologies do not favor rural deployment. Cable Internet connections, which use the same communication line as cable television, is less common in rural areas due to the expense of running the cables to relatively few homes. DSL, the other popular broadband technology, requires that users be located within a relatively short distance of a central office. As a result, rural Internet users in the United States overwhelmingly remain on slower dial-up connections (National Telecommunications and Information Administration, 2004). This finding is replicated in the European Union (CEC, 2005) and among other geographically spread nations surveyed by the Organization for Economic Cooperation and Development (OECD, 2001).

### *Age*

The OECD's survey of computer use found that the most active users of the Internet were in the 35–45 year age group (OECD, 2001), though more recent data would help clarify whether this specific age range still remains dominant or whether the dominance is a function of the people who inhabited that age range at the time of the survey, and who now occupy the 40–50 year interval. Unsurprisingly, age is negatively correlated with level of Inter-

net skill (Hargittai, 2002). Young adults are increasingly confronted with the need to develop an adequate set of computer skills in order to compete for jobs. Older adults, however, often start work in jobs that, as technology changes and grows, add computer-interaction components. Organizations typically have little desire to invest time and money into educating older workers on computer skills (Perry, Simpson, NicDomhnaill, & Siegel 2003), leaving the workers in a sort of technology no-man's land.

### ***Education and Socioeconomic Status***

The higher the education level within a household, the more likely that household is to have access, largely through the effects of education on income (OECD, 2001). In fact, households with an annual income of US\$50,000 are significantly more likely to have a computer than are lower income households (Crews & Feinberg, 2002; Looker & Thiessen, 2003). Higher income is associated with a greater tendency to have Internet access (OECD, 2001).

### ***Race***

Asian and White households are more likely to have computer access than African-American or Hispanic households (National Telecommunications and Information Administration, 2000). However, though African Americans were less likely to have computers at home or Internet access, regardless of socioeconomic status, they were more likely to know where to find publicly available computer facilities (Wilson, Wallin, & Reiser 2003).

### ***Gender***

The effects of gender are fairly straightforward. Ono and Zavodny (2003) and the OECD (2001) reported that women used the Internet less frequently than men. This finding was corroborated by Looker and Thiessen (2003) who also found that school-age females had lower self-reports of computer skills.

## **Implications for I-O**

### ***Applicant Mix***

If the assumption can safely be made that the proportion of people searching for jobs and entering the hiring process online is roughly equivalent to the proportions of adult Internet users overall, the findings above bode poorly for efforts to spur a more representative mix of applicants. The findings outlined above suggest that the mix may suffer a reduced presence of people in rural areas, older workers, African Americans, Hispanics, and women. This effect is further exacerbated given that individuals living in rural areas are significantly less likely to apply for a job online anyway (Wilson et al., 2003).

## ***Rich Hiring Processes***

Individuals who lack routine, broadband access are further disadvantaged in the job application process. The advent of online testing has provided a boost for rich, high-bandwidth simulations and other assessment solutions requiring high-speed connections. Individuals with broadband access clearly have an advantage in this scenario. In order to help address these disadvantages, some companies have positioned kiosks in their corporate or retail locations where applicants can apply online. A comparison between applications completed in-house (at such kiosks) versus offsite is ripe with research questions related to differences in testing environment (noise and other distractions), familiarity with the interface and the hardware, and ergonomic challenges, to name a few.

## ***Making Accommodations***

Though broadband is making significant inroads, dial-up connections remain considerably more widespread among home users, at least according to the available data reviewed above. For many elements of the hiring process, dial-up just means that process information moves that much more slowly. However, as the debate continues to evolve around unproctored testing on the Internet, it seems likely that access to such critical selection processes will open up. If these are rich and bandwidth intensive, all manner of delivery nightmares are bound to crop up. Following are some considerations to help think through appropriate approaches:

- Put the test (or other component of assessment) on a CD-ROM that is only accessible using an encrypted key that can be easily passed through a dial-up connection;
- Enable participants to download all materials prior to starting the test and just pass responses back up the connection;
- Make the bandwidth requirements for all aspects of the test suitable for dial-up;
- Provide alternate, paper forms of the tests; or
- Provide alternate locations where the test can be taken online in a suitable environment.

## **A Caveat**

It is important to remember that the Internet is still extremely new and dynamic, and has only existed in the popular consciousness since approximately 1995. Technologies are spawning quickly (witness the newfound popularity and success of voice over IP services such as Vonage and AT&T CallVantage), and the rollout of broadband access is moving at an incredible rate. As such, survey data on usage must be recognized as having an extremely short shelf life. We feel comfortable in the conclusions that we have drawn; however, we must warn that the relationships that we have char-

acterized above as the “digital subdivisions” may be completely different several years’ hence. Indeed, that’s what keeps technology so interesting.

### Questions? Comments? Suggestions?

We welcome your feedback. Please contact us at [hpayne@qwiz.com](mailto:hpayne@qwiz.com) or [jason.weiss@ddiworld.com](mailto:jason.weiss@ddiworld.com).

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## *Education & Training in I-O Psychology*

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Welcome to 2006! Jennifer and I hope you had a great holiday and are looking forward to sharing new ideas and addressing challenges you may be facing in the areas of education and training. In this **Education and Training** column, David Herst takes us on a trip along the information superhighway addressing a variety of issues inherent in teaching online courses. As hybrid and online educational offerings and opportunities continue to expand, finding and fixing the potholes in online course delivery becomes paramount for instructors. David's article focuses on issues such as student procrastination in completing assignments and how this procrastination joined with diminished interaction and either ambiguous or overly specific instructions can detract from deep learning in online environments. These issues point away from simply repurposing traditional classes for online implementation to consideration of the unique opportunities and challenges inherent in teaching courses online.

As always, we invite your comments regarding specific **E&T** pieces as well as the state of education and training in I-O. We encourage you to send your comments about this column or ideas for future columns to Jennifer Kisamore ([jkisamore@ou.edu](mailto:jkisamore@ou.edu)) or me ([dcostanz@gwu.edu](mailto:dcostanz@gwu.edu)).

If you have any questions concerning this article specifically, please contact David Herst at [dherst@fau.edu](mailto:dherst@fau.edu).

### **Web-Based Distance Learning: Point-and-Click or Point-and-Shoot? Understanding the Dynamics of Running a Successful Virtual Classroom**

**David Herst**  
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In the past 5 years, Web-based distance learning has advanced dramatically to become an accepted format for offering college-level coursework (CHEA, 2002; Allen, Mabry, Mattrey, Bourhis, Titsworth, & Burrell, 2004; Easton, 2003). The promise of effective information delivery coupled with increased time and space efficiencies is very alluring to cost-conscious departments and overextended instructors



alike. Yet this promise is often based on two primary assumptions. First, that the use of multimedia to present course information will provide an enhanced learning experience. Second, that Web-based instruction will decrease the amount of time required of the instructor, freeing them to work on research or take on additional teaching assignments.

At first glance this would appear to be a win-win for students and instructors. Instructors free up their time, and students get the convenience of an asynchronous learning environment without sacrificing quality of instruction. Yet, like e-commerce, the old rules still apply. Students are still students, and instructors are still instructors, with all that these terms imply. The only difference is learning how this technology affects the traditional classroom dynamic.

### ***From Instructor Lips to Virtual Papaya***

In a traditional classroom setting, the written word is often reiterated in spoken form. Instructions are painstakingly covered, allowing for question and answer sessions. These sessions may be initiated by more conscientious students, which in turn may prompt others to call for additional information. Many of these questions are repeated or asked in greater detail as due dates draw near. Even when directions are not covered, the telephone, office hours, or time immediately before and after class are readily available opportunities to ask for clarification.

In addition, the general interaction in the classroom often leads to the exchange of contact information among students, allowing them to consult with each other while scrambling to complete assignments at the last minute. The few students who miss the Q&A sessions or do not ask the instructor for assistance have little argument to fall back on in case of misunderstandings. This dynamic is repeated throughout a student's academic career, probably starting as early as elementary school.

Because of the differences between the traditional and Web-based environments, these learned behaviors produce an entirely different process in the online environment. Given that the written word is the primary form of communication in online courses, students are required to read instructions thoroughly to understand assignments. Therefore the habit of waiting for verbal confirmation and clarification of instructions in the classroom becomes a deeply ingrained force that may increase procrastination. This is often compounded by the absence of live or synchronous discussions about assignments begun by instructors or more conscientious students. As previously stated, these discussions often prompt others to think of questions they may not have previously thought to ask. It is not a surprise that undergraduates consider student-to-student and student-to-teacher interaction to be higher in the traditional classroom than in its virtual cousin (Glenn, Jones, & Hoyt, 2003).

In addition, the unstructured environment of an asynchronous setting requires students to determine for themselves how, when, and where learning

takes place (McMahon & Luca, 2001). It also makes it easy for individuals to wait to read e-mails sent by instructors, wait days or weeks on end before checking course Web space for announcements, or more innocently, to wait until just before an assignment is due before reading materials. This increased procrastination often has less to do with the student and more to do with being used to relying on the structure of the traditional classroom that is no longer available to support them. This structure must be replaced by the individual's initiative, something he or she has not often been required to do before. Add in the likelihood of increased family and work obligations among the distance learning population, and it is easy to see how the dream of "education at your convenience" can turn into a nightmare.

### ***The Human Scramble***

All of these forces converge with the initiation of a long standing student behavior: the propensity to wait until the 11th hour to complete assignments. The student does not realize the questions they have until actually sitting down to complete the assignment, questions that can not be answered in an expeditious manner due to the lack of instantaneous two-way communication. Q&A discussion boards may help but are often too specialized or too cluttered to comb through for answers to specific questions students may have. Finally, distance learners rarely exchange home or cell phone contact information, either because they cannot contact others through the online system or because the ready availability of cohort e-mail addresses leads them to believe they have all the information they need.

The student may not even recognize that they should be asking additional questions and completes the assignment to the best of their ability. Mistakes and misinterpretations of instructions might occur because the in-class prompting from other student inquiries or instructor reminders no longer exist as part of the learning experience. Once again, the student may make numerous assumptions when sitting down to complete the assignment. Unlike the first situation, the individual makes these assumptions largely without realizing that there are questions that should have been asked at an earlier time. Both contingencies can result in high levels of frustration and are a possible explanation for the low levels of satisfaction reported in studies of online education (Allen et al., 2002).

In both of these contingencies, the individual is suffering from the loss of information normally acquired through an in-vivo learning experience. Both invariably lead to mistakes, which result in lowered grades. The lowered grades in turn can lead to feelings of frustration, confusion, resentment, and anger. Justified or not, the primary target of these feelings is usually the instructor. Online students generally feel that the level of structure offered in a virtual setting is significantly less than that offered in the traditional setting (Glenn et al., 2003), and this may be reflective of student frustration with

information loss. The complexity of how the situation occurred may be lost on both the student and the teacher, masked by the convergence of too many variables to create the perfect setup for a substandard educational experience.

### Instructors Are as Instructors Do

Just as certain student behaviors remain unchanged regardless of the learning environment, the same is true of certain instructor behaviors. The most glaring teaching habits that become severe liabilities in the virtual world include insufficient mastery of e-learning platform technology and providing instruction that does not take into account the unique aspects of the asynchronous nature of online learning.

#### ***Know Thy IT***

Most of us are too busy, intimidated, or outright lazy to bother with learning how to use software beyond our immediate need. For example, many computer users do not know how to use a spreadsheet to quickly calculate the means of several different groups of numbers. Similarly, individuals often forego using tables in word processing documents, preferring to use the tab and space keys to attempt to line up multiple rows and columns of information.

The choice to go with what you know instead of taking the time to learn a new, helpful feature on a system is a decision we often make to save ourselves time. For instance, we often take a set of lecture notes and assignments used in an in-vivo setting and simply transfer them to the online environment. Stir in a few prompt e-mail replies, add a dash of discussion board, and Viola! instant Web-based distance learning. We avoid mastering the more complex aspects of the platform software used to deliver online content because transferring our class to the online universe does not require us to know them or may require us to rework the material we have already produced in written format. Yet the depth and breadth of an instructor's mastery of the e-learning platform (such as Blackboard, WebCT, and eCollege) directly contributes to the student's learning experience. Features such as discussion boards, chat sessions, group/team-based assignments, file exchange, and static video presentation all require a more detailed understanding of file formats and technical prowess than what is required in a traditional teaching environment.

Platform mastery becomes particularly helpful in evaluating student performance. In the traditional classroom, student performance is evaluated in one of three ways: testing, classroom participation, and assignments. Yet, just as the structure of the traditional classroom predisposed students to think and act in specific ways, so the same structure molds the expectations of instructors in regards to the use of evaluation tools. For instance, the primary tool of evaluation in the classroom is itemized testing, be it short answer, essay, or multiple choice. Yet, online testing is devilish in its implementation. It is de facto open-book, requiring the instructor to set strict time limits that

they can only hope are not circumvented. It relies heavily on the honesty of the test taker because verification of identity is at best elusive. Finally, online testing is utterly dependent on equipment the instructor has no control over. Just taking into account the unreliability of individual internet connections, the condition of a student's personal computer, and the IT department of their own college or university, it is not surprising that distance learning instructors often forego online testing altogether.

Yet switching evaluation formats from testing to assignments and participation is by no means a panacea. In regards to grading on participation, teacher expectations born out of the in-vivo experience may again lead us astray. For instance, if we use participation on discussion boards as a point of evaluation, we often find ourselves reading the same statements over and over, or worse, summaries of what others have written. Discussion boards largely relegate us to the sidelines as moderators because their effectiveness is dependent upon students reading prior postings before entering an opinion. This last issue becomes increasing difficult as the number of postings multiply. Worse yet, the idea of a "discussion" is lost if the majority of students wait until the final hour to post opinions. Even discussions conducted in real-time chat rooms limit our control over outcomes. For example, instructors will have a hard time preventing a few students from monopolizing the conversation because chat rooms favor those who type quickly and express themselves well in writing.

The bottom line in knowing the delivery platform is this: Instructors not only need to understand what is available on the e-learning software, they must also understand the strengths and weaknesses of any tool as a medium for conveying information. These tools are very different than the ones we are used to employing in-vivo, and everything from evaluation to presentation must be rethought with their limitations in mind. Only by relearning our ability to instruct through this medium will we become effective online distance teachers.

### ***Well Put!***

Another important issue for instructors of a Web-based distance learning course is the need to be an expert in written communication (Easton, 2003). This is particularly challenging because many instructors have difficulty presenting information in ways that a true novice would understand upon hearing or reading it for the first time. Like students, instructors in traditional classroom settings lean heavily on the ease, efficiency, and immediacy of oral communication to clarify written instructions and prior statements. Student-initiated Q&A sessions are another convenient forum for modifying and clarifying the assignments and course materials in ways that the more static, asynchronous online (usually written) medium does not allow. In fact, in a virtual setting, making changes to materials becomes somewhat difficult, particularly on moderate to short notice. As a result, written or audio instructions need to go far beyond normal levels of clarity to avoid confusion.

The issue of clarity in written communication is two-fold. First, minor mistakes and vagueness in explanations are not easily corrected, and second, the need to provide information in a way that a novice may intuitively understand is paramount. This is essentially a losing battle for the instructor, because he or she must now anticipate all types of interpretations and provide painstaking detail to avoid confusion. Often this results in a level of hand-holding that may render assignments worthless as tools of evaluation. Yet this level of explanatory capability is something we must strive to achieve in order to provide the best environment possible for online distance learners.

### **Conclusions and Recommendations**

By increasing awareness of how the fully Web-based environment differs from the in-vivo classroom experience, an instructor can change tactics and behaviors to create the best online learning experience. Part of this process is clarifying how the role of an instructor in an asynchronous, online setting changes from being an “oracle and lecturer to that of a consultant, guide, and resource provider” (Goodyear, 2001; in Timmis, O’Leary, Weeden, Harrison, & Martin, 2004, p.10).

Another responsibility is recognizing that fully Web-based courses are not necessarily more convenient for instructors or students. Both groups are really trading the convenience of easy interpersonal contact and a high level of structure for the convenience of scheduling. This is a good trade for go-getters and self-starters but still an unanticipated shock for most students. One solution to this “hidden” issue is to build real-time student/instructor interaction into the course requirements. This could include requiring weekly Q&A chat sessions (record them for others to view at a later date); scheduling student/instructor conferences (phone, office visits, or Web chat) at the midsemester point, and sharpening oral and written skills to the point where pure novices understand the information you are trying to convey without additional explanation.

Lastly, providing a high level of consistency in the presentation of course materials, structuring materials to facilitate “learning in a partial vacuum,” and utilizing technology to prompt student diligence can go a long way in alleviating student concerns about course clarity and the decrease in structured learning environment. For instance, using e-mail and online announcement boards to repeatedly notify students of looming deadlines, posting all assignment instructions at the beginning of the class so that students can access them well before due dates, breaking complex assignments and presentations into smaller, more easily understood pieces that build on each other, and providing examples wherever possible will result in decreased frustration and increased overall satisfaction. In short, the responsibility for educating in an asynchronous online setting not only involves the course material but also instructing students and ourselves on new challenges associated with the new environment.

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## *On the Legal Front*

**Donald L. Zink**  
**Personnel Management Decisions**



*Author's Note: I am substituting as guest author at the request of Arthur Gutman, who recently has been concentrating upon preparations for an unveiling, in remembrance of his father, who passed away approximately one year ago. I feel privileged and humbled that Art has entrusted me with this task, realizing that my comments cannot match the insightfulness that readers of his column have come to expect. I will review an age discrimination case decided by the Supreme Court in 2004 but not yet discussed in prior issues of TIP.*

In its 2003–2004 term, the Supreme Court handed down two decisions that are of special interest to industrial-organizational psychologists who keep abreast of the ever changing scope and interpretation of employment law. In *Pennsylvania State Police v. Suders*, reviewed by Art Gutman in the October 2004 issue of *TIP* (Gutman, 2004), the Supreme Court held for the first time that Title VII included employer liability for violations resulting in the constructive discharge of an employee. In its other decision, the Court resolved a split in the courts below and held that claims of reverse discrimination were not viable under the Age Discrimination in Employment Act (ADEA).<sup>1</sup>

### **Reverse Discrimination and the ADEA**

In 1997, General Dynamics Land Systems, Inc. (General Dynamics) negotiated a new contract with the United Auto Workers. In the newly bargained agreement, the company changed its retiree health care benefits for retirees. In the prior agreement, full health care benefits were provided for all retirees who retired with 30 or more years of employment. In the new agreement, full health care benefits would be provided only if an employee was at least 50 years old at the time the new CBA was signed.

Approximately 200 former and current employees of General Dynamics, all between 40 and 50 years of age, and therefore in the protected class, brought suit (*General Dynamics v. Cline*), alleging that they had been denied benefits to which they previously had been entitled, because of their age, and that they therefore had been discriminated against because of their age, in violation of the ADEA.

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<sup>1</sup> 29 U.S.C. 29 §§ 621-634 (2000)

Congress passed the ADEA in 1967, 3 years after the passage of the Civil Rights Act of 1964. The stated purpose of the ADEA is:

[T]o promote employment of older persons based on their ability rather than age; to prohibit arbitrary discrimination in employment; to help employers and workers find ways of meeting problems arising from the impact of age on employment.

The statute further defines the protected class to be those workers or job applicants who are 40 years of age or older.

The ADEA, in language virtually identical to that of Title VII, provides that:

It shall be unlawful for an employer—(1) to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to his compensation, term, conditions, or privileges of employment, because of such individual's age.<sup>2</sup>

In response to the claims brought in *General Dynamics v. Cline*, General Dynamics filed a motion to dismiss, arguing that giving more favorable treatment to older workers, in contrast to discriminating against them, did not violate the ADEA. The District Court granted General Dynamics' motion to dismiss, finding the claim to be one of "reverse discrimination" and noting that no federal court had ever granted relief for a claim of reverse discrimination under the ADEA. In doing so, the District Court relied especially on an opinion of the Seventh Circuit in *Hamilton v. Caterpillar, Inc.* that "the ADEA does not protect the younger against the older" worker. The circumstances in *Hamilton* were similar to those in *Cline*. When Caterpillar closed two plants, it introduced an early retirement plan. The employees eligible for the plan were those 50 years of age or older. Plaintiffs, between 40 and 50 years of age, brought suit, alleging age discrimination because they were too young to participate in the plan. The Seventh Circuit reasoned that the ADEA did not allow for reverse discrimination suits because unlike race or sex discrimination claims, age discrimination claims could not be "reversed" and that "[t]here [was] nothing to suggest that Congress believed age to be the equal of youth in the sense that the races and sexes are deemed to be equal."

Other earlier cases had reached similar conclusions. The First Circuit also had held that the ADEA only forbid discrimination where younger workers were preferred to older workers in *Schuler v. Polaroid Corp.* In that case, the employee sued for age discrimination when he was forced to participate in a severance plan when his job was eliminated. In dicta, the Court noted that the ADEA "does not forbid treating older persons more generously than others." In *Karlen v. City Colleges of Chicago*, the plaintiff challenged an early retirement plan that provided less benefits for older workers. The Seventh Circuit stated in dicta "the [ADEA] did not allow for reverse discrimi-

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<sup>2</sup> 29 U.S.C. § 623(a)(1).

nation; if Congress had meant to protect younger workers, it would not have defined the protected class as it had.”

The Sixth Circuit reversed the District Court. Although it acknowledged its conflict with the cases from the First and Seventh Circuits, it found that the language “because of such individual’s age” was clear on its face and that if the statutory intent only had been to protect older workers against younger workers, Congress would have said so. The Sixth Circuit also took note of an interpretative regulation by the EEOC, which enforces the ADEA, which states that “[I]f two people apply for the same position, and one is 42 and the other 52, the employer may not lawfully turn down either one on the basis of age....”<sup>3</sup>

Before *Cline*, a reverse age discrimination case had never directly been considered by the Supreme Court. Prior decisions, however, indicated a stance that the ADEA only pertained to discrimination in favor of younger workers against older workers. For example, in *Western Airlines v. Criswell*, the Court observed that the legislative history of the ADEA emphasized that the “psychological and physiological degeneration caused by aging varies with each individual” and that many older workers performed at levels comparable to younger workers. In *Hazen Paper Co. v. Biggins* the Court stated “it is the very essence of age discrimination for an older employee to be fired because the employer believes that productivity and competence decline with old age.” And in *O’Connor v. Consolidated Coin Caterers Corp.*, the Court said that “the fact that a replacement is substantially younger than the plaintiff” permitted an inference of discrimination.

In a 6–3 decision (Justices Scalia, Thomas, and Kennedy dissenting), the Supreme Court reversed the Sixth Circuit, holding that although the ADEA forbid favoring younger over older employees, it did not forbid favoring the older over the younger. In so deciding the Court resolved the split among the Circuit Courts of Appeals.

The Court’s decision is interesting to read (perhaps only to law students) because of its discussion of different canons of statutory interpretation. On the one hand, it generally is presumed that the same words in different parts of a statute have the same meaning. On the other hand, said the Court, there is a “cardinal rule that statutory language must be read in context since a phrase gathers meaning from the words around it.” Elaborating, the Court found that the term “age” had different meanings in different parts of the statute. Thus, according to the Court, in the context of discrimination, the use of in Section 623(a)(1) meant “old age;” whereas age as a bona fide occupational qualification, in Section 623(f)(1), an affirmative defense, meant “comparative youth.”

Because the Court did not find “plain meaning” in the statute, it engaged in a careful examination of the legislative and social history of the ADEA. According to the Court, “age” had been deliberately omitted from Title VII by Congress, and the issue of age discrimination was referred to the Secre-

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<sup>3</sup> 29 C.F.R. § 1625.2(a) (2003).

tary of Labor for special study, which found widespread discrimination against older workers. The Secretary's report distinguished age discrimination from discrimination because of race, because the latter reflected attitudes not related to the ability to do a job. According to the report, discrimination against older workers, on the other hand, reflected "assumptions about the effect of age on their ability to do a job when there is in fact no basis for these assumptions." In the legislative hearings preceding the passage of the ADEA in 1967, Congress closely examined assumptions about age and the ability to work. The hearings focused especially upon demeaning stereotypes and the problem of increased costs associated with growing older, resulting in reduced opportunities for employment for older workers. The Court found it significant that in none of the hearings was there any suggestion that workers were complaining about discrimination in favor of older workers, at the disadvantage of younger employees.

The Court also noted the near unanimity among the Courts of Appeals and the District Courts in understanding discrimination under the ADEA only to mean preferring younger to older workers. It also took note that Congress had been silent as to this aspect of the ADEA, but it had not hesitated to change other judicial constructions of the statute.

In conclusion, the Court stated "We see the text, structure, purpose, and history of the ADEA, along with its relationship to other federal statutes, as showing that the statute does not mean to stop an employer from favoring an older employee over a younger one.

### **The Dissents**

In a brief dissent, Justice Scalia found that the language of the statute had plain meaning and supported the EEOC's interpretation that discrimination could occur when younger workers were treated less favorably than older workers. Because he found such an interpretation to be reasonable, he argued that because EEOC was charged with enforcing ADEA, its opinion should be deferred to and controlling. The Court rejected Justice Scalia's interpretation, finding that the stance taken by the EEOC was "clearly wrong."

Justice Thomas (joined by Justice Kennedy) dissented, also finding plain meaning in the statute. His main criticism was of the Court's analysis of "social history," which he criticized as an "unprecedented" new tool of statutory interpretation. In particular, he criticized the conclusion "that if Congress has in mind a particular, principal, or primary form of discrimination when it passes an antidiscrimination provision...then the phrase...only covers the principal or most common form of discrimination." He found this inconsistent with allowing suits for reverse race discrimination, as in *McDonald v. Santa Fe Trail Transportation*, though Congress only was concerned with discrimination primarily against Blacks when it passed Title VII. The Court countered his argument stating that "age" was not analogous to "sex" and

“race” in Title VII because those words were “general terms that in every day usage require modifiers to indicate any relatively narrow application.”

In fact, an analysis of social history has significant precedent. For example, in *United Steelworkers v. Weber*, the Court examined the history of racial discrimination to support its decision to uphold a bargaining agreement that included a voluntary affirmative action plan designed to eliminate extreme racial imbalance in an almost exclusively White workforce. More recently, in *Tennessee v. Lane*, the Court examined the social history of discrimination against the disabled and noted that Title II of the Americans with Disabilities Act was enacted “against a backdrop of pervasive unequal treatment in the administration of state services and programs.”

## Conclusions

In most respects, the status of the law after the *Cline* decision is not much changed. The Court already had indicated, as noted earlier, a disinclination to extend protection for age discrimination to younger workers in *Hazen Paper* and in *O’Connor*. In addition, a large majority of the lower courts had held that the ADEA did not allow for claims of reverse age discrimination. The decision of the Supreme Court, of course, now makes that position binding. As a result, employers who favor older workers in layoff plans and retirement and retirement programs are now protected.

Reverse age discrimination claims still may be possible under state law. In Oregon, for example, the floor for the protected class is 18 years of age.<sup>4</sup> Other state courts have allowed reverse age discrimination claims based on state law. In *Zanni v. Medaphis Physician Services*, for example, the Michigan Appellate Court allowed a reverse age discrimination claim where an older, less qualified employee replaced a younger employee who had been terminated. Michigan law stated that employees could not be discriminated against because of their age and further defined “age” to mean “chronological age.” Thus, the Court found that Michigan law was not as restrictive as the ADEA. Other state courts have reached a similar conclusion.<sup>5</sup>

On the other hand, some commentators view the *Cline* decision as narrowing the potential to bring suit under the ADEA by employees over 40 years of age (Paetzold, 2004). From this point of view, early retirement incentive programs (such as *Cline*) work to the disadvantage of “intermediate” old age employees. Such an employee might have strong incentives to retire early but at the loss of benefits if she worked until, say, age 60. At the same time, some older workers may be willing to work for less in order to protect benefits not available to younger workers. The disadvantages mainly will fall on those workers of intermediate older age.

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<sup>4</sup> See Oregon Revised Statutes 659A.030 (2003).

<sup>5</sup> See, e.g., *Bergen Commercial Bank v. Sisler*, 723 A.2d 944 (N.J. 1999; noting differences in ADEA and state law, and holding that state law allowed reverse discrimination claims).

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## *What I Learned Along the Way*

**Frank J. Landy**  
**SHL Americas**

In this month's column, we have two very different offerings. In the first contribution, **Jerry Kehoe** describes how he tackled his way to a career in I-O psychology, surviving the Jesuits, small openings, and **Mary Tenopyr**. He also provides valuable insights with respect to what I-O psychologists bring to the corporate table. As a counterpoint, **Gary Brumback** and Tom McFee describe their unlikely alliance and the joys of trying to influence public policy.

As you can see from this month's columns, and in fact from virtually all of the offerings over the last few years, these are real people describing real experiences—some formative, some serendipitous—but all interesting. Every one of us has dozens of these experiences. Take a minute and send me a contribution for a future column.

### **Some Ideas are Bigger Than the Openings Available**

**Jerry Kehoe**  
**Selection & Assessment Consulting**

My interest in psychology was a slow growing thing. There was no road-to-Damascus epiphany; no seminal event or moment. At Seattle University in the late 60s (1967–1971), I had no particular career or professional interest. My course work was weak in the sciences and strong in the humanities. The good Jesuits required five philosophy and four theology courses plus any major you could squeeze in. But a lack of career orientation did not mean a lack of interest. The times themselves compelled strong personal engagement. Even for students like me who did not have strong political orientations, the events of the time often had a very personal quality to them. Our Philosophy of Nonviolence class was jolted by Martin Luther King's assassination. By that time, many Vietnam vets were returning to campus, all with more or less obvious injury. And then, the mother of all social policy interventions was dropped on us—the first military draft lottery. This experiment was at once cruel and fair in its complete randomness, and there was no mistaking the consequences. Luckily, my number, 272, was high enough that I felt safe. But, of course, many were not so lucky. I don't know who drank more the night of the drawings, the lucky or the unlucky. As I look back on it, the personal value of philosophies and theologies was not providing a complete understanding of what was going on around us. I was looking for something more grounded, more empirical, but something that still was relevant to the big questions. A few psychology courses began to fill this need, and I chose to major in it. But I-O psychology was still a long way off.

At that same time, work experiences were beginning to shape at least a few general conclusions about life directions. My interest in measurement might actually stem from one particularly unfortunate week in the summer of 1970. I worked for a poultry company in the warehouse district of Seattle. Among other things, my job included unloading semis full of boxes of fresh eggs (60 dozen in each box so, yes, you know where this is going...), stacking them on a pallet where each layer consisted of four boxes arranged in a square and then pulling them on a pallet jack into a cold storage room. One day we were moving into a brand new warehouse, and my job was to unload egg boxes, stack them in layers on pallets, and move the stacks into the brand new cold storage room. At this point, it is important to know that, because I was taller than anyone else there who stacked egg boxes, my stacks were five layers high, about 7½ ft. rather than the usual four layers, about 6 ft. As I was pulling this pallet of boxes into the new storage room I discovered the unfortunate fact that the height of the door apparently had been designed to accommodate the usual 4-layer stacks. What a mess 240 dozen eggs make!

Another part of the job was to deliver eggs and chicken parts to grocery stores and restaurants around Seattle. That very same week of the 240 dozen-egg omelet, I was the first driver to use the brand new step van. It was about as large as a medium-sized UPS truck. The key point, as it turned out, was that it was taller than the van I had been driving, probably about 9 feet. For one of the delivery stops, my usual practice was to take a short cut underneath the overhang of a motel just adjacent to the back of the Safeway. I soon discovered too late that the height of the overhang was only 8' 10" or so. By the time I emerged out from under the overhang—yes, I drove all the way through!—I had yet another mess on my hands. In retrospect, three general principles were demonstrated that week. Without good measures, you'll make a mess of things. Small differences can have big consequences. Some ideas are bigger than the openings available to them.

In the fall of 1971 I applied to six clinical psychology graduate programs. My “resume” included probably no more than three or four mainstream psychology courses, one statistics course, an animal experimental lab, and no internship experience. The only thing I had going for me in addition to a high GPA was a very high math GRE score, which actually was probably a negative indicator for the clinical programs. Of course, I was turned down by everyone. However, Norm Cliff at USC (that's Southern Cal for you southeasters) had noticed my math GRE score and called to ask if I would be interested in coming into the quantitative program and working in his lab. Considering all my options, sure! Our agreement was that I would work in his lab for my first year and then transfer into the clinical program if I wanted. It became an easy choice by the end of that first year. Norm was a wonderful mentor and was involved in very interesting work on multidimensional scaling and the initial stages of work on ordinal scaling funded by ONR. I

had an aptitude and interest in both. During that first year, I took a clinical course in Abnormal Psychology taught by a professor who might be described best as coming from the “it takes one to know one” school of abnormal psychology. As he openly shared with us, he was experimenting at the time with primal scream therapy—including in the classroom!—and was struggling with the personal dilemma of the therapist’s moral influence on the client. It was exhausting. My 4 years at USC were spent happily working with Norm and resulted in a PhD in Quantitative Psychology. Good mentors/leaders make all the difference. But still, no sign of I-O psychology.

After graduate school, my first job was at Virginia Tech in the Psychology Department’s Applied Behavioral Sciences program, which was mostly I-O psychology. From a teaching standpoint, I was there as the “quantitative” guy for the graduate research methodology, stats, and psychometrics courses. It was here that I began to learn about I-O psychology. I was exposed to the “I” side especially by John Bernardin and **Phil Bobko**. Both are great critical thinkers and teachers, and I learned a great deal from them. The little paper Phil and I published in 1983 on test bias was my first foray into employment testing. In addition, I had the chance to work with very bright and energetic graduate students interested in I-O issues, most closely with Greg Dobbins and **Bob Cardy**. These were important learning opportunities even if they were still a long way removed from the application of I-O psychology. But perhaps the most significant experience related to my later applied work was the psychometrics course I developed and taught using Fred Lord and Mel Novick’s text, *Statistical Theories of Mental Test Scores*. The challenge of teaching that course to largely nontechnical graduate students was a tremendous learning experience. Teaching smart people is a great way to learn.

In September 1982, I joined Mary Tenopyr’s employment selection group at AT&T. The activity level was high, the colleagueship was tremendous, and the organization support was strong. Over the next 22 years at AT&T, I worked with over 25 psychologists on countless selection and other internal consulting projects.

Of all the lessons that might be culled from these years, I’ll focus on three. I’ll skip the more base lessons, which were simply a matter of organizational “street smarts” (e.g., A young Jerry, “Mary, an executive is insisting that I show him our tests! What should I do?” Mary, “Jerry, do you like your job here?”). First, early on I was surprised and discouraged by the seemingly endless contention surrounding employment selection systems. But the vast majority of contention is not about validity or group differences, the two most heavily researched features of employment selection. The most common points of contention pivoted on several other organization dynamics. These included the role of hiring managers in making hiring decisions; the cost and speed of employment processes; the individual hardships caused by even moderately consistent adherence to policies such as retest rules and

qualification standards; managers' frequent preference for prevailing myths about the ineffectiveness of tests; managers' attributions of common HR problems to the "wrong" selection criteria; and external advice/marketing to managers that alternative selection procedures would significantly improve business results. Ironically, the fact that our research literature has thoroughly explored the key questions of validity and bias means that these issues are among the easiest to manage in practice. In sum, practice decisions are greatly affected by the dynamic nature of organizations. Second, in the vast majority of cases, business leaders ultimately own their organization's selection system, not the selection psychologist. Rarely have psychologists imposed successful, sustainable selection strategies on unwilling managers. The reality is that the best selection designs are the psychologist's best attempt to integrate a whole range of organizational considerations into a selection system that the organization finds acceptable. Finally, the third lesson is that, in time, the contention becomes manageable not so much because of the effectiveness of the selection system, which is not necessarily noticeable to the organization, but because of the effectiveness of the psychologist, which is far more noticeable.

## **Tilting at the Bureaucracy**

**Gary B. Brumback  
Performance Prediction and Management, Inc.**

**Thomas S. McFee  
McFee Consulting**

Gary, an I-O psychologist, will relate some of his experiences and lessons learned while working in a bureaucracy. Tom, the former Assistant Secretary for Personnel Administration of the U.S. Department of Health and Human Services (HHS) and a Fellow of the National Academy of Public Administration, will follow up with some of his own reminiscences, including his experiences supervising and learning to appreciate having an I-O psychologist on his staff.

### **Gary**

When I left Health and Human Services after 10 years to join American Institutes for Research in early 1973, I thought I never wanted to work again in the world's largest and tallest bureaucracies (35 layers reportedly in one agency). It's very hard to make changes in a bureaucracy, and AIR is a lively and innovative place, the antipode of a bureaucracy! Ironically, during my 6 years at AIR, all of my contracts were with either cities or the Feds! Lesson 1: It's hard to escape bureaucracies whether working outside or in one of them.

So, when HHS asked me to rejoin it to help implement the centerpiece of the Civil Service Reform Act of 1978—performance appraisal—I jumped at the opportunity, reasoning that maybe I could have an effect in a bureaucra-

cy with a new law behind me. Lesson 2: It is often helpful to see a new policy or law as an “opportunity” that might not come around again.

I had hardly started the first day when I was being ushered in to meet the highest level civil service personnel director in the whole darn government, McFee. He had helped to design the Civil Service Reform Act. When I told him my ideas, he liked them so well and was so intent on having the work done in-house that he became both a promoter of and a contributor to my work. Lesson 3: The clout of a top manager is even more helpful.

So I adapted a model performance management system for use by senior executives and subordinate managers that I had developed while at AIR for the Cooperative Extension Service, an agency of the U.S. Department of Agriculture in partnership with state and county governments. The earlier model accounted for both behavior and results. The new model did the same, but we ran into two glitches, one in the early design and one much bigger in the use of the model. The first was that I was trying to figure out a way to combine ratings of performance on individual job elements into an overall appraisal score while preserving our policy decision that the behavioral component of the score could be no less than 20% and no more than 40% of the total score. Tom, ever the mathematician he was originally trained to be, came up with the solution. Raters were instructed at the start of each new performance cycle that the weights of the individual objectives (the result elements) had to add up to no less than 60 and no more than 80 out of 100 points and that their weights of the individual behavioral dimensions had to add up to the remainder. Thus, when subsequent rating levels were multiplied by the weights and all products added together, the total score preserved our policy decision. Terrific, until the second glitch hit us. Raters had quickly learned to “game” the bonus-yielding scores, and the scores were soaring sky high. Lesson 4: If there is a way to “game” a PA system, it will be “gamed.” Because the law required ratings, other agencies with their own versions of rating systems were faced with the same problem. Lesson 5: Misery often has company.

But...the law allowed demonstration projects in response to glitches, so I designed a rating-free appraisal procedure, and with Tom’s backing, we got several component agencies (e.g. SSA, which was part of the department at that time) to participate in the experiment. It worked so beautifully that I presented the findings to a committee of experts outside the government and was chartered by the Congress to advise it. It was a futile exercise. The committee did not pass the idea along to the Congress, perhaps thinking it would be unrealistic to expect the legislative process to be cranked back up just to eliminate the rating law, and besides, ratings are so, well, so American! So after I retired, I wrote a book around the model, but for use in business, not government! Lesson 6: It’s often possible to snatch a victory, no matter how modest, from the jaws/laws of defeat. If someone won’t “buy” it, write a book about it.

Here's my last lesson, the most embarrassing of all. I detested the federal system of classification and compensation. Among its flaws was the under evaluation of nonsupervisory work—work by people like me! So what did I do? I took myself as a test case and challenged the owner of the system, the U.S. Office of Personnel Management, by showing it how my job should score using their evaluation factors. There was a clear winner in this duel, but it wasn't me. Lesson 7: Beware of mixing personal and professional issues. I should have used a generic case, losing it wouldn't have been a personal embarrassment.

### **Tom**

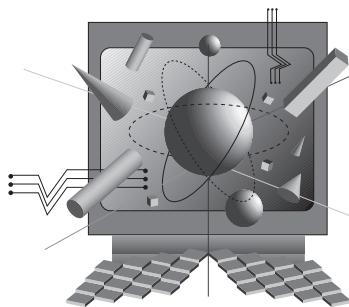
Gary just laid out seven lessons that he learned while attempting to implement the performance components of the Carter administration's new Civil Service Reform Act. I learned some additional lessons. Being one of its original authors, I soon discovered that it is a lot easier to write a new law than to implement it. Lesson 1: Be careful with what you write into law, you may have to make it work.

Two of the most important sections of the new system were the establishment of a senior executive service (replacing the old super grades 16–18) and designation of a GS13-GS15 band for merit pay. The concept of "pay for performance" replacing longevity raises was one of the underpinnings of the new law. Twenty-six years ago that was a major revolution for the Federal Civil Service. I kept telling Gary that we had to have a measurement system that removed all subjective measures and clearly defined the output expected. Coming from a Defense Department background, I had worked extensively on figuring out cost and effectiveness measures for military weapons systems. Gary, my resident I-O psychologist, had his work cut out for him trying to convert me into the world of "people systems." I quickly came face-to-face with Lesson 2: People work differently than weapons.

Gary easily convinced me that behavior—not simply outcomes—was part of performance, and thus, we needed to take it into account as well. I was easily convinced because I remembered a famous professional football coach whose team won the championship but self-destructed in the process. I did not want the federal government repeating that disaster. Gary put his background to work and came up with behavioral anchors for rating what I referred to as one's "manner of performance." Today, that might be called "contextual" performance or "organizational citizenship" behavior. As Gary has already mentioned, up to a 40% value was allowed for weighting this dimension. Despite the glitches, Gary and I published some articles on our work together. Lesson 3: Reporting on a novel system glitches and all can be of value to colleagues. And Lessons 4 and 5: Behavior is a very important aspect of measuring performance, and every top human resources manager needs an I-O psychologist on the staff.

Recently, I have been asked to fill an advisory role in monitoring the activities and development of a psychology department. I was to play the role of a “user” of the output of the I-O section of that department because I had availed myself of the activities of a broad range of I-O psychologists—not only PhDs, but also master’s- and even bachelor’s-level practitioners. This has helped me to appreciate the broad range of I-O skills for all sorts of organizations and applications—health care, education, counseling, and even systems analysis! As more and more organizations are moving to the use of inter-disciplinary teams, I believe that psychologists, especially I-Os, will find their skills much in demand. Lesson 6: Every organization could benefit from an I-O psychologist.

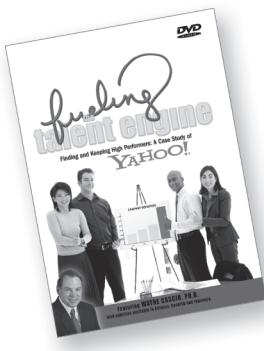
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## The History Corner

Mike Zickar  
SIOP Historian  
Bowling Green State University



In this *TIP* column, what I will be doing is sharing interesting stories and anecdotes about the history of our field. I will be focusing on stories that may escape documentation in the “official” histories of our field. This column is devoted to a 10 to 15 minute story in the life of one of our most illustrious I-O psychologists.

As we all know, I-O psychologists often have difficulty breaking through with top leadership in organizations. In general, we interface with individuals several steps removed from the top of the organization, especially when dealing with large corporations. In addition, it is a constant complaint that our own politicians and leaders ignore our advice when deliberating on public policy related to the workplace. If you peruse the back issues of *TIP*, you can find lament after lament about how public policy makers ignore I-O psychologists, often not even knowing of our existence. Imagine, however, the chance to have a 10–15 minute conversation with the leader of a country. What would you say? What points would you try to get across? **Ed Fleishman** had such an opportunity, stumbling into a chance encounter with the Prime Minister of Israel.

### One I-O Psychologist’s Brush With Fame

Dr. Ed Fleishman spent roughly 10 minutes conversing with Prime Minister David Ben-Gurion of Israel discussing industrial-organizational psychology. In 1962, Ed was traveling in Israel as the result of receiving a Guggenheim Fellowship and a Senior Faculty Fellowship from Yale. He was an invited visiting professor in the Department of Management and Industrial Institute of Technology (the Technion).

During the Hanukah holiday, he was driving his family to Eliat on the Red Sea, passing through the Negev, a desert in Israel. As they were driving down a hill, Ed noticed an entourage of individuals walking down the road. Within the group, he recognized Prime Minister Ben-Gurion.

Dr. Fleishman approached the group slowly and cautiously, saying that it was a honor to meet the Prime Minister. He asked if he could take a picture with Ben-Gurion. After taking the picture, Ed got back in his car and prepared to leave.

Ben-Gurion approached the car, asking him why he was visiting Israel. Explaining that he was an industrial-organizational psychologist, visiting the

Technion, Ben-Gurion asked, "What does psychology have to do with the Technion?" They discussed the differences between I-O psychology and industrial engineering and the relation of psychology with management. They talked about the importance of matching people with jobs, a foundation of our field. In addition, Ben-Gurion was interested in Dr. Fleishman's young children and how they liked Israel. Throughout their spontaneous interview, Dr. Fleishman described Ben-Gurion as engaged and intellectually curious.

When Dr. Fleishman returned to the Technion and the next faculty meeting, his colleagues were surprised that the visiting American faculty member had had the ear of the Prime Minister. Unfortunately, the picture never turned out!

The Ben-Gurion encounter was not Dr. Fleishman's only brush with famous historical figures. In 1958, at the Congress of International Association of Applied Psychology, Pope Pius XII gave an address entitled "The Moral Obligations of the Psychologist with Regard to the Human Personality." The translated version of the address can be found in the journal *Occupational Psychology* (1958), volume 32, pp. 217–228. It can also be found at <http://www.ewtn.com/library/papaldoc/p12appsy.htm>. At the conference, the Pope met with some of the applied psychologists, including Dr. Fleishman.

These days we seem shut out from high-level policy officials, at least in this country. Perhaps, someday soon, one of us will have another important "chance encounter."

If you have any stories to share about brushes with fame, please share them with me. I would love to hear from you! If you have a story (or a lead on a story) worth sharing, please contact me (419.372.9984 or [mzickar@bgnet.bgsu.edu](mailto:mzickar@bgnet.bgsu.edu)).

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## **Practice Network**



### **A Conversation With Van Latham**

**Scott L. Martin  
Payless ShoeSource**

I recently had the pleasure to speak with Van Latham. Van earned his undergraduate degree in psychology from Baylor and his PhD from Wayne State University in industrial-organizational psychology. Van taught for 3 years in the business school at Creighton. He then went to work for PepsiCo for 10 years with 4 of those years in management and organizational development with Pizza Hut, 4 years as a field human resource generalist with Pizza Hut, and 2 years heading HR for Pepsi East. He then was head of HR for Iron Mountain for 2 years. He now operates PathPoint Consulting, an independent consulting practice in the Boston area.

#### ***What types of projects are you currently working on?***

One thing I like about private practice is that I have a ton of variety in my assignments, from executive coaching to HR shared services change management projects, to building HR products, such as 360 and attitude surveys. One of the more interesting projects right now is working with a board of directors to design and implement assessments that improve team and individual board member effectiveness.

#### ***Are there any interesting takeaways from your HR shared services projects?***

We conducted a number of focus groups with the key users of HR services to understand their perceptions of HR and what they wanted HR to deliver. There were three main messages. First, don't overcomplicate HR processes. Second, the line wants to do HR work, particularly if it is technology based. Third, HR should be dedicated to building best practice HR and building the organization's capability to implement the processes.

#### ***What was it like transitioning from an academic to a corporate role?***

I was very impressed by the work being done at Pizza Hut. I really liked the business impact of the work but, as compared to academia, I had to recognize that there were practical limits to doing research and developing HR initiatives.

#### ***How about the transition to head of HR?***

I guess you should always be careful what you ask for. Although being head of HR was a career goal, it was not the type of work I wanted to do long

term. Iron Mountain closed 42 acquisitions in 24 months and this created a massive amount of compensation and benefits-related work, like consolidating 401(k) plans and complying with ERISA [Employee Retirement Income Security Act] requirements. Although it was great learning, it was too far away from the bull's-eye of I-O psychology.

***What is the most enjoyable aspect of your current role?***

I enjoy helping clients understand business problems, identify the key levers that will make a difference, build solutions, and improve their capabilities to implement solutions.

***What is the most challenging aspect of your current role?***

First, making decisions on what work I should be doing and how many and what clients I should take on. When you are in private practice, it's difficult to say "no" to projects, but you have to understand your bandwidth for work, your capabilities, and your ability to deliver value. The second challenge is finding the right balance of business development versus doing the work. Whenever possible, I try to use evening time at client locations to connect with previous or prospective clients.

***Looking back over your career, what is one of your most successful initiatives?***

One of my first projects was a training needs analysis in which we built a leadership model and then did a skill assessment against the model to identify management and leadership skills deficiencies. We implemented the system effectively and had a positive impact on the business.

***Can you share an example in which you diagnosed a challenging situation?***

One of our clients had a new head of HR who was interested in better understanding, and potentially improving, the work of the field HR organization. Along with two of my colleagues, we conducted a job analysis of all field HR positions and also asked line managers how HR could bring more value to the business. The results indicated there were three levers for HR: (a) selecting, developing, and retaining talent, (b) providing quality people systems and processes for managers, and (c) supporting line managers with change management expertise.

***How do you think organizational psychologists can be even more effective?***

I received some good advice from a consumer brand and marketing wiz—Eddy Wittry. Eddy taught me to think of HR products in terms of their benefits (not features). I think that's wise counsel for all of us—to always ask the question "what is the real benefit of the work that I'm doing?"

*Any other good advice you received along the way?*

Two of my professors at Wayne State, Ross Stagner and **Cary Lichtman**, reinforced to me that I'm a psychologist first and an organizational psychologist second, and that when you are diagnosing a problem, you should look first to fundamental psychological concepts like attitude, behavior, motives, rewards, individual differences, and so forth.

*What do you see as the next step in your career?*

I really like being in private practice and consulting. Over time, I'd like to return to my academic roots and hopefully end up teaching at a small college.

I thank Van for his time and insights. As always, if you have thoughts on the above or other comments, please let me know at [Scott\\_L\\_Martin@payless.com](mailto:Scott_L_Martin@payless.com) or 785.295.6801. Thanks very much!

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## *The High Society*



### More Pompous Than Precise

Paul M. Muchinsky\*  
The University of North Carolina at Greensboro

I recently had the misfortune to read some pompously written articles and chapters in our profession. Whatever knowledge or value was contained in the writing was entombed in suffocating verbiage. All of this writing fell in the O half of I-O psychology. I don't know what it is about organizational psychology. Maybe it's because the word "organizational" contains six syllables that compels authors to write with a shovel instead of a pen. The origins of organizational psychology lay in the behavioral sciences, and the abbreviation for "behavioral sciences" is a most fitting description for this material.

This column comes to you in the form of a quiz. What follows are 10 actual, real-life incidents that produced a notable verbal response by a participant in the affair. I present the contextual basis for the comment that was made. All of the incidents are documented in various sources. I have fabricated two responses to each incident, as well as presented the actual response that was made. Your task is to identify the actual response.

1. Well past the age of 70, Casey Stengel was nearing the end of his long career as a baseball manager. His wife of over 50 years, Edna, had been diagnosed with a severe illness. Although physically fit for a woman her age, she suffered from a neurological disorder. Although not officially diagnosed at the time (over 40 years ago), contemporary experts in the field of medicine surmised Edna Stengel was afflicted with Alzheimer's disease. Word spread among the sports writers that Casey's wife was ill. What was Casey Stengel's tender response to the question posed to him by a baseball writer, "Casey, how is your wife?"

(a) "Although Edna is no longer capable of expressing her strong emotive support for me and my work, I feel sustained by the enduring permanence of her unconditional positive regard."

(b) "Her illness has caused me to reexamine the value orientation I have long allowed to govern my life. The emotional detachment I now endure has revealed to me the vagaries of ill-placed material rewards I have mistakenly associated with personal fulfillment."

(c) "The doctors say she is no good from the neck up."

2. In 1958 the U.S. Congress conducted hearings on the exemption professional baseball was receiving from antitrust regulation. Congress subpoenaed several prominent figures in baseball to testify. One was Casey Stengel and another was the superstar player of the Yankees, Mickey Mantle. Senator Estes Kefauver of Tennessee asked Stengel his views on the antitrust exemp-

\*Unamused, indifferent, or entertained readers can contact the author at [pmmuchin@uncg.edu](mailto:pmmuchin@uncg.edu).

tion. Stengel was prone to give discursive, syntactically disjointed, and convoluted answers to questions, a style of speech that became known among sports writers as “Stengelese.” Stengel remained true to form, giving a response that exasperated and befuddled the senators with its incoherence. Senator Kefauver then addressed the same question to Mantle, who was seated next to his boss, Stengel. What did Mantle say in response to this question?

(a) “Antitrust regulations were originally enacted by this legislative body for the express purpose of promulgating equity in commerce. It is antithetical to the precepts of this doctrine to exempt members of one particular occupation from the benefits and rights enjoyed by members of all other occupations.”

(b) “Professional baseball is not based on the geopolitical paradigm of economic competition among what are, in effect, situated member states. Rather, baseball’s structure is fundamentally oligopolistic, thus legitimating its exemption from traditional ubiquitous systems of capitalistic governance.”

(c) “I have no idea what Casey just said, but I agree with him.”

3. Gene Mauch (pronounced “Mock”) was a long-time manager in major league baseball. He was a brilliant strategist and is credited with developing many tactics that are used in the game today. However, Mauch had the reputation for giving cursory comments to reporters. What was Mauch’s response to the following question by a reporter: “Gene, why do you have so little to say after a game?”

(a) “My communicative expressions are embodied in the game itself. You should judge me by the inferences drawn from the behavior of my players on the field, not by my words offered *ex post facto*.”

(b) “Over the course of my career I have learned that baseball is far more intuitive than algorithmic. My capacity to proffer detailed explanations for decisions is predicated upon the fallacious assumption that I have insights into existing cognitive structures, which in fact, are not accessible to me.”

(c) “I could keep my mouth shut and have you wonder if I’m an idiot, or open it and remove all doubt.”

4. Few athletes in the 1960s wasted more natural talent and caused more anguish than did basketball player Reggie Harding. A gifted athlete, at 7’1” he played in an era when the tallest players were rarely above 6’10”. But Harding continuously got himself in trouble with the law. Equally frustrating was the fact that many people tried to help Harding straighten himself out, so he could attain the success in basketball that was his for the taking. Harding was a regular customer at a small mom-and-pop corner store. He towered above all other customers and the store owner, and frequently signed autographs. One day Harding walked into the store, selected a few items, and approached the cash register. He then pulled a ski mask down over his face, pulled out a fake pistol, and said, “This is a stick-up. Give me all the money.” The store owner stared up at him in total frustration and disbelief. The owner said, “Oh Reggie, knock it off and grow up. Either pay for your items or put them back on the shelves and leave.” What did Harding say in reply?

(a) “You are right. It has taken this level of self-inflicted degradation for me to finally realize how low I have sunk. No one is more ashamed of my

behavior than I.”

(b) “Thank you for giving me a clear choice to walk out of here and finally accept responsibility for my life. Few men would be as magnanimous as you when confronted with a similar situation.”

(c) “It ain’t me.”

5. In the early 1960s the New York Yankees held their spring training in warm, balmy Fort Lauderdale, Florida. One of the Yankees, Yogi Berra, was winding down his illustrious career as a player. Over the years, Berra had a history of giving fractured responses to questions. Although not artfully expressed, they were usually correct in terms of the implied substance of the comment. The mayor of New York (John Lindsay) and his wife were in Florida on vacation and stopped by the clubhouse to visit the team. Upon arriving, they spotted Berra leaving the clubhouse decked out in Florida attire. He was wearing a Hawaiian shirt, Bermuda shorts, and thong sandals. Mrs. Lindsay said to Berra, “Yogi, you look cool!” What was Berra’s response to the mayor’s wife?

(a) “Thank you, Mrs. Mayor. I reason I had better start dressing like a Floridian, because my playing days in a uniform in New York may soon be over.”

(b) “I’ve been striking out so much lately the fans are starting to get on me. I concluded this was an ingenious disguise, and I could effectively egress from the stadium without the fans recognizing me.”

(c) “You don’t look so hot yourself.”

6. In the 1950s, the movie actress Doris Day was cast in film roles that were highly virtuous. She was often portrayed as a woman of innocence and beguilement. What did fellow film actor and concert pianist Oscar Levant say regarding the image Doris Day presented to the public by appearing in such roles?

(a) “In an era where Hollywood delights in portrayals of moral turpitude, she serves as a refreshing counterweight by depicting the inherent nobility of life.”

(b) “The transmogrification of virtue from a societal attribute to an embodiment within one individual so designated to fill that role is a testament to her character as both woman and performer.”

(c) “I knew her before she was a virgin.”

7. In the 1980s Frank Layden was the head coach of a professional basketball team. Layden prided himself on choosing his words carefully to motivate his players. After a game he once told a player who had grabbed only one rebound, “Congratulations son, you got one more rebound than a dead man.” The lackluster performance of one talented player prompted Layden to confront him and say, “Son, what is it with you? Is it ignorance or apathy?” What was the player’s response?

(a) “I’m astute enough to receive compensation from this team without unnecessarily expending my energy.”

(b) “My intelligence and my ambition are tightly interwoven. I cannot activate one without energizing the other.”

(c) “I don’t know and I don’t care.”

8. The 1930s was the decade of notorious criminals in the United States. Willie Sutton was one of the most celebrated criminals; his specialty was rob-

bing banks. Sutton neither killed nor harmed anyone during the course of his robberies. He attained Robin Hood status and robbed more than \$2 million over the course of his career. The public craved to understand what drove this social renegade to behave as he did. What was Sutton's response to the probing question posed to him, "Willie, why do you rob banks?"

(a) "I seek personal revenge, in the form of wealth redistribution, caused by the denial of parental love and acceptance I incurred in my childhood by two people who masqueraded as succorant parents."

(b) "Society is a parallax of moral vectors juxtaposed against a tapestry of primal vicissitudes. The fomentation of relief from institutionalized oppression achieves the purest form of gratification."

(c) "Because that's where the money is."

9. Following the sexual revolution of the 1960s, it became more socially acceptable for people to discuss personal sexual matters in public. The greater sense of openness regarding the topic and people's willingness to be forthcoming ushered in a new era of discourse. Issues such as bisexuality were fair game for inquiry. During an interview with a reporter, novelist and critic Gore Vidal was asked whether the first person he had experienced sex with was male or female. What was Vidal's response?

(a) "I believe the complete fulfillment of one's sexuality need not be limited to one gender or the other. The passionate rapture of my first sexual encounter remains with me still, and the gender of my partner was and remains but a trifling."

(b) "Your question predicates an implicit judgment, albeit perhaps not of a moralistic imprimatur. The insouciance of the issue begets a level of equanimity unbefitting any response I may provide."

(c) "I was far too polite to ask."

10. The sexual revolution of the 1960s also raised questions regarding the exact meaning of words that were often used interchangeably. Such words included lewd, lascivious, erotic, pornographic, prurient, and perversion. The novelist Elmore Leonard made which of the following statements regarding the distinction among these words?

(a) "The reason we think these words are synonymous is because they are. Something cannot be lewd without also being lascivious. We derive comfort in trying to find differences we know are not there."

(b) "Moral relativity is just that—relative. What is prurient for one is provocative for another."

(c) "Erotic is when you do something sensitive and imaginative with a feather. Perversion is when you use the whole chicken."

As you probably figured out by now, the best way to have taken this quiz is to follow the old admonition of multiple-choice test writers. When people don't know the right answer, they usually guess c. So, the next time you are reading some behavioral science that just doesn't smell right, translate the pompous into precise. You just might learn something of value.

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The *Human Resources Research Organization* (HumRRO) is pleased to sponsor internship/fellowship opportunities for Industrial/Organizational (I/O) graduate/doctoral students.\*

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ACT annually conducts an 8-week summer internship program for outstanding doctoral students interested in careers related to assessment. In 2006, the program will run from June 5 through July 28 at the ACT headquarters in Iowa City, Iowa.

The Summer Internship Program provides interns with practical experience through completion of a project, seminars, and direct interaction with professional staff responsible for research and development of testing programs. An additional program objective is to increase representation of women and minority professionals in measurement and related fields.

Interns are provided a \$5,000 stipend plus reimbursement for round-trip transportation costs. A supplemental living allowance for accompanying spouse and/or dependents is also available. Internships are offered in the following areas:

- **EDUCATIONAL & SOCIAL RESEARCH**
- **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**
- **PSYCHOMETRICS AND STATISTICS**
- **CAREER AND VOCATIONAL PSYCHOLOGY**

### **TO APPLY**

Application deadline is **February 10, 2006**.

Applicants must be enrolled in a relevant doctoral program and attending an institution within the United States. Detailed information and application materials are available at [www.act.org/humanresources/jobs/intern.html](http://www.act.org/humanresources/jobs/intern.html). You may also get further information by e-mail ([working@act.org](mailto:working@act.org)), by telephone (319-337-1763), or by writing to: ACT Summer Internship Program, Human Resources Dept., ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168.



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## The Raymond A. Katzell Media Award in I-O Psychology

**Paul W. Thayer  
President, SIOP Foundation**

**Dr. Mildred E. Katzell** (Kitty) has honored the memory of her husband and colleague by donating funds to establish the Raymond A. Katzell Media Award in I-O Psychology. She had been looking for a suitable mechanism to recognize Ray's dedication to good science and good practice of I-O. The Visibility Committee under the leadership of **Wendy Becker** proposed a number of ways to recognize Ray and his service to our profession. After considerable thought and discussion, Kitty decided the award should recognize members of the media, such as science writers, reporters, television writers, directors, and producers, who have publicized good I-O science and practice in public media.

According to Kitty, this is the sort of thing Ray would have been enthusiastic about. It provides an opportunity to broaden the reach of I-O by sharing the many contributions of I-O psychology with the general public.

The first Raymond A. Katzell Media Award will be made in 2007, based on the best evidence-based publication or production that has widespread impact. SIOP members are urged to watch for publications, movies, or TV shows and to nominate them for consideration for the award. Details as to procedures will be published in *TIP* later in 2006.

Each year, the winner of this award will be invited to attend the SIOP annual conference to receive recognition and a cash award. While there, the winner will make a presentation. The Katzell Fund will pay expenses.

Former students of Ray Katzell are already discussing ways to add to the funds Kitty has provided. Anyone who is interested in supporting this award should send a check to the Toledo Community Foundation, noting that it is for the Katzell Fund (SIOP Foundation).

The Foundation Trustees are grateful to Kitty for her generosity and believe this award will be another significant step in making I-O psychology visible. We are excited about its potential for our science and practice.

## **SIOP's Leading Edge Consortium Series Has Successful Start**

Nearly 200 I-O psychologists and other participants took part in SIOP's first Leading Edge Consortium Oct. 28–29 at the Westin in St. Louis.

The consortium brought together leading-edge scientists and practitioners to focus on successful strategies and practices as well as the latest scientific studies on executive talent management.

Titled "Leadership at the Top: The Selection, Globalization and Ethics of Executive Talent," the consortium featured presentations in six modules by 22 top thinkers and practitioners. The modules included selection, influences on executive success, globalization, ethics, development, and integrated executive talent management.

Although most of the attendees were SIOP members, the consortium also attracted a number of other seasoned HR practitioners and consultants. "One of the consortium goals was to appeal to professionals outside I-O because we want to help others understand what I-O can contribute to their organizations," said **Leaetta Hough**, SIOP president and general chair of the consortium.

Based upon the immediate returns, it appears as if consortium co-chairs hit a home run with the initial Leading Edge Consortium. "There's been a lot of positive feedback from those who participated. They indicated that a single topic program was very beneficial for the SIOP members and others who attended," they said.

**Rob Silzer**, managing director for Human Resource and Development in New York City, was the practice chair, and **David Campbell**, senior fellow at the Center for Creative Leadership in Colorado Springs, served as science chair.

Silzer cited several reasons for the rave reviews. "First, we had a highly relevant topic. Executive leadership is a major issue with organizations. We also had a uniformly strong group of talented speakers," he said.

Also contributing to the consortium's success was the caliber of participants. "These were high-level I-O psychologists, both practitioners and researchers, who appreciated the content and data that was provided during the program," Silzer said.

Campbell said the substance-filled presentations were "almost equivalent to a one-semester graduate course in I-O psychology. The consortium's success augurs well for next year's program."

Another benefit was the networking that occurred at the consortium. "The opportunity for conversations was greatly appreciated by those who attended," noted Silzer.

Organized topical lunches, held at the Westin, and dinners, held at seven restaurants, enhanced the networking and socializing opportunities for consortium attendees.

**Robert Barnett**, a principal at MDA Leadership Consulting, Inc. in Minneapolis called the program "stimulating, highly useful, and a power-packed

development experience. It was a fantastic event, very beneficial to me and, I would think, to all who attended.”

Another consortium attendee was **Todd Harris**, director of research at PI Worldwide in Wellesley Hills, MA. “It was a superbly organized event. The presentations were crisp and focused. There was something in almost all of the presentations that I was able to take and apply in my work,” he said. He also liked the “laser-like focus” of the executive leadership topic, which resulted in “good in-depth discussions.”

**Karen Grabow**, vice-president for human resources at Land O’Lakes Inc. in St. Paul, MN, said there was “an astonishing line up of heavy-hitter speakers. The presentations were packed with important content and the participants were a very senior and powerful group. The consortium was practical and useful and I loved it.”

Keynote addresses were delivered by Mirian Graddick-Weir, executive vice-president of human resources at AT&T; **Bill Mobley**, president and managing director of the Mobley Group Pacific and management professor at the China Europe International Business School, and Jeff Sonnenfeld, founder, president, and CEO of The Chief Executive Leadership Institute at Yale University and Lester Crown Professor-in-the-Practice of Management at the Yale School of Management.

The Selection module featured presentations by **David Nadler**, chairman and CEO of Mercer Delta; Bob Muschewske, senior vice-president, executive services, Personnel Decisions International; **Seymour Adler**, senior vice-president, Consulting Services, Aon Consulting; and **Rich Arvey**, professor of psychology at the University of Minnesota.

Speakers for the Influences on Executive Success module were Silzer, **Rob Kaiser** of Kaplan Devries, Inc.; **Allen Kraut**, a management professor at Baruch College and president of Kraut Associates; and **Deniz Ones**, a professor of psychology at the University of Minnesota.

The Globalization module included talks by Campbell, **Mansour Javidan**, a professor and director of the Garvin Center for Cultures and Languages of International Management at Thunderbird, the Garvin School of International Management; **George Hollenbeck**, principal of Hollenbeck Associates; and **Doug Reynolds**, vice-president of assessment technology, Development Dimensions International.

Presentations on Ethics were given by **Jack Wiley**, president and CEO of Gantz Wiley Research, and **Ron James**, president and CEO of the Center for Ethical Business Cultures.

The Development module speakers included Alec Levenson, research scientist at the Center for Effective Organizations in the Marshall School of Business at the University of Southern California; **Thomas Kolditz**, professor and head of the Department of Behavioral Sciences and Leadership at the

U.S. Military Academy at West Point; and Steffen Landauer, managing director of Goldman Sachs/Pine Street Leadership Development Group.

Presenters for the Integrated Executive Talent Management module were Mary Mannion Plunkett, vice-president for executive learning management for British Petroleum; and **Ben Dowell**, vice-president for talent management at Bristol-Myers Squibb Co.

Hough said the St. Louis event was the first of what will be a series of annual Leading Edge Consortiums, with topics changing each year and focusing on current "hot button" issues facing organizations. **Fritz Drasgow**, a professor of psychology at the University of Illinois, will be next year's general chair.

"Leading Edge" sponsors were Personnel Decisions International (reception), Valtera (registration portfolio), Center for Creative Leadership (DVD), Development Dimensions International (pens), and 3D Group (evaluation surveys.)

Other sponsors included Aon Consulting, the Institute for Personality and Testing (IPAT) at the University of Illinois, Performance Assessment Network, Psychological Associates, and SHL.

For more information about the consortium, go to the SIOP Web site at [www.siop.org](http://www.siop.org). Information about next year's consortium will be announced early in 2006.



SIOP Executive Director David Nershi, Practice Chair Rob Silzer, General Chair and SIOP President Leetta Hough, and Science Chair David Campbell worked for many months to bring the Leading Edge Consortium to fruition.



The newest member of the SIOP team is Jamie Jackson, Manager of Membership, CE, and Sales.



Left: Presenter Mary Mannion Plunkett spoke Saturday on the topic of integrated executive talent management.



The consortium featured three keynote addresses and six presentation modules covering different issues pertaining to executive talent. The Westin proved to be a wonderful location for these presentations.



SIOP President Leetta Hough took this wonderful picture of the St. Louis Arch, just one of the many sights consortium attendees took in.



Topical lunches provided a time for attendees to relax and discuss the various issues discussed in the presentations.



Alan Kraut (L) presented on the topic of executive success and Thomas Kolditz (R) spoke about executive development.

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# **Report on the SIOP Strategic Planning Process**

**John Cornwell, Jose Cortina, Lisa Finkelstein, Leaetta Hough,  
Bill Macey, Jeff McHenry, Dave Nershi**

Over the weekend of September 24th and 25th, the SIOP Executive Committee held a strategic planning session in Chicago. In addition to the voting members of the Executive Committee, those attending included current committee chairs, student representative **Eden King**, SIOP Foundation president **Paul Thayer**, Dave Nershi, current IAAP president **Michael Frese**, and SIOP past presidents **Mike Campion**, **Jim Farr**, **Kevin Murphy**, and **Paul Sackett**. The session was facilitated by Leigh Wintz of Tecker Consultants.

In preparation for the meeting, attendees had earlier contributed their thoughts on the challenges facing the Society, the assumptions we make, and trends in I-O psychology. The meeting began with a review of these points, and the group turned to the task of clearly articulating the core purpose, values, and vision for the Society:

## ***Our Core Purpose***

Advance the science and practice of the psychology of work.

## ***Our Core Values***

Commitment to:

- Excellence in education, research, and the practice of I-O psychology.
- Intellectual integrity and the scientific method.
- Maintaining a professional, collegial, and inclusive community through member involvement.
- The importance of psychology to the world of work.
- Improving the effectiveness of organizations and the well being of individuals in the workforce.

## ***Our Vision***

- I-O scientists and practitioners are aligned about the direction of the field and the Society.
- Our profession is recognized and valued by the lay and scientific community for the research, knowledge, and services we offer.
- SIOP is the organization of choice for I-O psychologists and a leader in global efforts to promote the science and practice of psychology at work.
- We are sought, as individuals and as a Society, to provide guidance on issues of policy and practice related to the effective utilization of human resources and resolution of organizational problems.

The group next turned to identifying specific goals and objectives to achieve this vision. After extended and passionate discussion, goals in four distinct areas were discussed:

1. ***Visibility:*** SIOP will be a visible and trusted authority on work-related psychology. Included here are (a) outreach to the broader field of psychology, organizations, policy makers; (b) promoting the value of I-O psychologists; and (c) heightening awareness of I-O psychology in improving productivity and well-being in the workplace.

2. ***Advocacy:*** SIOP will promote the value of I-O psychologists to policy makers. Specific objectives here include increased efforts to obtain federal funding for I-O research and heightened awareness of key decision makers as to the value of I-O psychology.

3. ***Membership:*** SIOP will be the organization of choice for I-O professionals. Relevant objectives considered here include increased member satisfaction and retention.

4. ***Science and Practice:*** SIOP will provide forums for I-O psychologists to exchange research, insights, and information related to the science, practice, and teaching of I-O psychology.

As discussion proceeded, issues were clarified and the focus became increasingly concrete, turning to the prioritization of specific issues that would form the basis of ongoing discussion. Breakout groups tackled each of the issues independently, reporting back to the larger group:

- *How do we ensure what governance structure meets the needs of the organization?* How can we ensure appropriate representation? What is the appropriate organizational structure and focus? How can we ensure execution in decision making and continuity across presidential terms?
- *What is the relationship to the larger field of psychology?* Basic concerns noted were the problem of keeping the best I-O talent in psychology departments and educational standards for preparing I-O psychologists.
- *What is SIOP's role in credentialing?* What models are used in other occupations? What are the potential consequences of credentialing?
- *How does SIOP achieve greater visibility?* What specific steps need to be taken to attract media attention? How can I-O psychology be better represented in introductory psychology textbooks? What form of liaison with other organizations can promote our interests? What form of advocacy should be considered in government circles?
- *What can SIOP do to promote better sharing of issues and knowledge between scientists and practitioners?* What should be changed in the publication model to achieve greater practitioner interest and perceived value? What can be done to identify currently hot topics? How can research be distributed more widely?

Clearly, these questions call for more in-depth and ongoing consideration than would be possible in a single weekend meeting. The strategic planning committee will continue to look at these issues and move the process forward in the upcoming months. Your thoughts and suggestions would be appreciated! Let us know what you think. E-mail comments to dnrshti@siop.org.



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## **Questar Selected as SIOP's Survey Vendor**

**Mary Doherty**

The SIOP Executive Committee has selected Questar to administer and process SIOP surveys during 2006 and 2007. Questar Organizational Insights Group is part of the Questar family of research companies specializing in organizational research, customer satisfaction measurement and improvement, and government/nonprofit surveying.

Questar was selected based on the response to SIOP's request for proposals (RFP) published in *TIP* last April. In the RFP, the SIOP Executive Committee asked interested companies to provide proposals on the methods they would use to administer and process surveys for SIOP if they were selected as the SIOP survey vendor.

A committee of SIOP chairpersons evaluated the proposals and recommended Questar to the Executive Committee. The Survey Vendor Selection Committee consisted of:

**Talya Bauer**, Membership Committee

**James Beaty**, Electronic Communication Committee

**Wendy Becker**, Visibility Committee

**Allan Church**, Co-editor, Professional Practice Series

**Laura Koppes**, *TIP*

**Janine Waclawski**, Co-editor, Professional Practice Series

David Nershi, SIOP Executive Director, coordinated the evaluation process.

The committee rated each proposal independently based on a rating system previously approved by the Communications Task Force. The committee evaluated the proposals on the following dimensions:

Technology

Security and confidentiality

Data integrity and quality data reports

Open-ended comments

Attractiveness and usability of report

Logo display requirements

Previous support of society

Reference information

Congratulations to Questar for being selected as the survey vendor for 2006–2007. The committee appreciates their willingness to be SIOP's survey vendor for the next 2 years. In addition, the committee would like to thank the other companies that provided proposals. All of the proposals received were of high quality, which made the choice a difficult one.

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## **Web Site for Teachers of I-O Psychology**

**Carrie Bulger**

The SIOP Education and Training Committee (Chair, **Steven Rogelberg**) created a Teaching Aids Subcommittee (Carrie Bulger, **Mike Horvath**, **Morrrie Mullins**) to examine the viability, need for, and potential design of a Web site devoted to resources for teachers of I-O psychology courses.

We are pleased to announce that coming this spring, a Teachers of I-O Psychology Web site will be unveiled. The Web site will serve as a way of facilitating the use of new and different materials in I-O courses and as a way of promoting a sense of community among teachers. The intention is that teachers will increasingly share resources and ideas with one another. Resources could include such things as course syllabi, in-class exercises and discussion topics, homework assignments, and projects.

The site will be located as a part of the SIOP Web site; however, the format of the Web site will allow for ready exchange of ideas and resources thanks to the use of a wiki format. Wikis are a specific type of Web site that allow users to build, modify, and otherwise edit the content of the Web site without the need to learn any particular type of code. Thus, any teacher of I-O courses could access the wiki site, view and download content that was useful to him or her, and could also easily contribute materials to the Web site on his or her own without the need to send the content via e-mail or other means to some site manager.

The subcommittee is currently working on developing the initial content for the site. We will work with SIOP's IT staff to get the Web site up and running as soon as is feasible. Watch for more information at the SIOP conference in Dallas and in future issues of *TIP*!

## **SIOP's First Annual Junior Faculty Consortium**

### **Thursday, May 4, 2006**

**Wendy Becker**  
**University at Albany**

The Society for Industrial and Organizational Psychology will present the First Annual Junior Faculty Consortium on Thursday, May 4, 2006 at the Adam's Mark Hotel in Dallas. The consortium is intended to provide a forum for discussion of topics of mutual interest to junior faculty, especially related to the tenure process and starting and maintaining an independent stream of research. Panel sessions will encourage lively discussion; the half-day schedule will allow time for informal interaction among participants.

Our vision for this new session is to create a social network for junior industrial and organizational psychologists in academic settings during the early career years. The consortium is designed for pre-tenure faculty. Faculty from psychology departments, business schools, research, and teaching institutions are invited to attend.

We are assembling a group of renowned academicians who will discuss issues of interest to junior faculty. This year's speakers include:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• <b>Rich Arvey</b></li><li>• <b>Jose Cortina</b></li><li>• <b>Fritz Drasgow</b></li><li>• <b>Jim Farr</b></li><li>• <b>Milt Hakel</b></li><li>• <b>Rich Klimoski</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Frank Landy</b></li><li>• <b>Ann Marie Ryan</b></li><li>• <b>Neal Schmitt</b></li><li>• <b>Shelly Zedeck</b></li><li>• Many more to be confirmed!</li></ul> |
|---|--|

The program agenda includes an editorial panel with discussion of the publication process. Sessions also include Managing Your Career, Getting Tenure and Creating a Research Stream, Mentoring Graduate Students, and Obtaining Research Funding. The editors' panel will kick off the consortium at noon; a buffet lunch will be served from 1:30–2:30 p.m. The program ends at approximately 5:45, to be followed by group reservations for dinner.

If you are interested in attending this session, please sign up for the 2006 Junior Faculty Consortium using the online SIOP conference registration process: <http://www.siop.org/Conferences/>.

Seating is limited to the first 40 to register. Please register early! There is a \$50.00 charge for each participant; this fee will help defray costs for the luncheon, snacks, and beverages. For more information about program content, please contact Wendy Becker at [w.becker@albany.edu](mailto:w.becker@albany.edu), **Jim Farr** at [j5f@psu.edu](mailto:j5f@psu.edu), or **Joyce Bono** at [jbono@umn.edu](mailto:jbono@umn.edu).

## **Attention PhD Students: Money for Dissertation Research Now Available**

**Joyce Bono**

Don't forget to apply for the Graduate Student Scholarship Award—Deadline **February 1**.

The Graduate Student Scholarship was created to recognize achievement in a graduate career and is intended to assist doctoral students in I-O psychology with the costs of carrying out their dissertation work. An invitation for applications (and the application form) was published in the October issue of *TIP* (page 123 or go to <http://siop.org/tip/Oct05/24gradstudent.htm>).

In 2006, we will be awarding three graduate student scholarships. The highest ranked application will be awarded the Lee Hakel Graduate Student Scholarship in the amount of \$3,500. This special award honors Lee Hakel, who ran the SIOP office with grace, efficiency, and the highest respect for SIOP members and employees alike. Two additional applicants will be awarded Graduate Student Scholarships in the amount of \$3,000 each.



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## **SIOP Education and Training Subcommittee Report**

**Steven Rogelberg**  
**University of North Carolina Charlotte**

I-O graduate program ranking articles/studies are becoming a fairly banal occurrence. The discrepant results, due to different methodologies and different focal criteria could serve to confuse prospective I-O graduate students. As a result, the SIOP Education and Training Committee (E&T) formed a subcommittee charged with creating a guide to understanding and navigating the myriad graduate program rankings. Although this guide was designed for prospective I-O graduate students and is now posted on the SIOP Web site, we felt that SIOP members would be interested in its content. As chair of E&T, I would like to sincerely thank **Mike Zickar** (Chair), **Carrie Bulger**, and **Mike Horvath** for their terrific work.

### **Industrial-Organizational (I-O) Psychology Graduate School Rankings: A Guide for I-O Graduate School Applicants**

**Carrie A. Bulger**  
**Quinnipiac University**

**Michael Horvath**  
**Clemson University**

**Michael Zickar**  
**Bowling Green State University**

Note: Order of authorship was determined alphabetically.

### **Overview**

When evaluating graduate programs in I-O psychology, many sources and types of information are important. One of the sources of information that you will encounter are ranking systems that quantify the quality of a particular school according to a set of criteria. There are an increasing number of these ranking systems, and they often produce different rank orders because they use different criteria to rank the programs. Unless you understand the criteria, the results are more likely to be confusing than helpful. We wrote this report to help you evaluate individual ranking systems so that you can make a more informed decision about which program best fits your interests and needs.

In general, when evaluating a particular ranking system, pay attention to the criteria that are being measured with that system. Some systems rank programs on reputation as determined by department chairs or esteemed faculty.

Other systems tabulate research publications and presentations by faculty and/or graduate students and use those tabulations as an indication of the quality of a graduate program. Finally, other systems survey current graduate students within programs to assess their satisfaction with their program.

Each of these ranking systems has its own strengths and limitations. There are often important factors that are left out of the “equation” of a particular ranking system. For example, the fit between faculty interests and your own interests is left out of all equations. In addition, each ranking system measures some aspects of graduate school quality and ignores other aspects. Systems based on number of faculty publications assume that quality of doctoral education can be linked to faculty research productivity. That assumption may be reasonable if a graduate student desires to publish lots of research articles while in graduate school. That assumption may be unreasonable if a graduate student is less interested in research productivity. In the following report, we discuss general criteria to evaluate each ranking system, and we provide specific evaluations of some of the ranking systems that have been conducted.

Making a decision about which graduate program to choose can be difficult. Remember that the decision of which school to choose is a personal one. You need to understand what is important to you and make your decision accordingly. We hope that this report helps you better evaluate information that you will encounter.

\*\*\*\*\*

This guide was written for people who are considering entering a doctoral program in I-O psychology. Just as there are many different ranking systems used to evaluate professional and collegiate athletics teams, there have been several different attempts to evaluate and rank I-O psychology doctoral programs. Making sense of different ranking systems can be difficult. Systems vary widely on the factors and methodologies used to rank programs. This guide highlights issues and concerns of ranking systems, and although we criticize the ranking systems more than we praise them, ranking systems do provide helpful information. Our goal is to identify issues to consider and questions to ask that will make you a better consumer of the information the different ranking systems provide.

### **Questions for All Ranking Systems**

The following four questions should be considered when examining all ranking systems.

#### ***What matters for you?***

There are lots of factors that can be used for ranking doctoral programs. Some ranking systems weight a factor heavily whereas other systems ignore

the factor entirely. Make sure that the factors considered in a particular ranking system are criteria that are important to you.

### ***Who is doing the ranking?***

Different sources may have different preferences and biases. In addition, certain sources may be in a better position to evaluate doctoral programs in I-O psychology than other sources. Always try to determine who is providing the judgments or rankings.

### ***Which programs are considered in the rankings?***

Different ranking systems may omit certain programs. Just because a program fails to make a list does not necessarily mean that that program is of poor quality. Find out what the criteria were for considering programs.

### ***What is the methodology of a particular ranking system?***

Consider that each ranking is just like any other psychological study. A particular study may have its own strengths and limitations. Use methodological criteria that you would use to evaluate other psychological research. For example, is the sample size appropriate for the conclusions made? Is the operational definition of the ranking system adequate?

## **Three Types of Ranking Systems**

We have classified ranking systems into three categories. Some systems rate perceptions of a program's prestige using external perceptions (e.g., *US News & World Report's Best Graduate Schools*, 2005), whereas others rate the productivity of faculty (e.g., Gibby et al., 2002) or student satisfaction with the program (Kraiger & Abalos, 2004). We discuss the strengths and limitations of each of the methods in the following sections.

### **Program Prestige**

#### ***Overview***

*US News & World Report* publishes a ranking of I-O programs in their annual publication, *Best Graduate Schools*. They send surveys to many individuals who are either department chairs or are the heads of I-O programs. These people are given a sheet with 10 blank lines and are asked to list the top 10 schools in I-O psychology. The responses are compiled, and the schools ordered based on the frequency of being mentioned in the rankings.

#### ***Strengths of This Rating System***

This system rates schools using individuals' overall impressions. Therefore, a possible strength of this system could be its comprehensiveness. That is, when individuals make their ratings, they can use any information at their disposal, which could increase the chances that all relevant sources of information are considered.

Another strength of this system is its visibility. Employers or recruiters unfamiliar with the world of I-O may be more familiar with this rating system than with the others. Therefore, employers may use these ratings to gauge the prestige of the program, and consequently, your quality as a job applicant (note that this strength has nothing to do with the actual quality of your education, but it could still be an advantage in the job market).

### ***Limitations of this rating system***

The first limitation of this system is the number of programs rated. *US News & World Report's Best Graduate Schools* (2005) lists only the top 10 schools, giving no information that one could use to evaluate many other possible programs. Also, as mentioned above, this rating system measures the perceived prestige of each graduate program. Although prestige may be related to the quality of education you would receive at each school, this is not necessarily a rating of how well you would be taught at each institution.

The next limitation has to do with the quality of the raters. For ranking systems like this one, given the number of programs that exist, it is becoming difficult for a rater to be accurately informed about all of them (Graham & Diamond, 1999). In addition, many department chairs may have little knowledge about I-O doctoral programs. The link between their ratings and the quality of doctoral education may be based on hearsay, outdated information, or overall reputation of the entire department.

Another problem with the *US News & World Report* rankings is that there is an assumption that program quality is a unidimensional variable. Clearly there are many dimensions that could be used to distinguish programs. Some programs may be high on certain dimensions but low on other dimensions. In addition, applicants may value particular dimensions. By measuring overall program quality, the *US News & World Report* rankings miss important information that could be used to help applicants make better decisions.

A final limitation of this system has to do with the ways in which ratings can be biased. When individuals rate each program, their assessments may be contaminated by issues unrelated to the quality of the program. For instance, previous research on the *US News & World Report* and similar ranking systems in other fields has shown that the rating of a particular program may be biased by someone's perceptions of the university as a whole (e.g., Jacobs, 1999; Paxton & Bollen, 2003). Even with everything else held constant, programs may be rated more positively if the university has recently had a top-ranked football or basketball team. In addition, programs may receive lower than expected ratings if they are located in urban areas, are part of public universities, or are located in the South. It has also been found that the size of a program can have an undue influence on ratings (perhaps because larger programs produce more alumni so that the pool of raters is biased toward those universities; Paxton & Bollen, 2003).

## ***Summary***

The strength of this system (raters are able to use a comprehensive set of information when making their ratings) can also be its limitation (that is, raters can be biased by extraneous or inaccurate information). Furthermore, this system only lists the top programs, giving no information with which to evaluate many other programs.

## **Student Satisfaction**

### ***Overview***

Kraiger and Abalos (2004) collected information used to rank master's and doctoral programs using graduate students (it would be possible to collect data on internal reputations using faculty though no study has done so). In their analysis, they collected data from current doctoral and master's students. Kraiger and Abalos assessed 20 variables that spanned the range from faculty support and accessibility, research opportunities for students, cost of living, to availability of funding. Programs were ranked based on a combination of these 20 variables derived from importance ratings solicited in a previous wave of data collection.

### ***Strengths of This Rating System***

This system uses graduate students to determine the ranking of programs. For many variables, graduate students may be the best source of data. For example, graduate students will undoubtedly be the most appropriate source to judge whether the level of support provided by the university is enough to live on in a particular city. In addition, assessing faculty support and culture of the program would probably be best done by graduate student informants.

An important aspect of graduate life is the extent to which faculty and fellow graduate students create a supportive environment, or climate, that helps promote productivity and emotional well-being (see Slaughter & Zickar, in press, for empirical evidence supporting this assertion). Consistent with this, I-O psychologists incorporate climate variables in their studies of organizational effectiveness. It is reasonable to consider climate variables when making your decision. In fact, it is common for students to visit programs that they are seriously considering before committing to that school. Climate dimensions are perhaps best assessed using the members of the department being considered.

### ***Limitations of This Rating System***

In Kraiger and Abalos's study (2004), several programs refused to participate. In those cases, program directors either thought that the validity of the ratings was suspect or did not bother to pass on the information to graduate students. Lack of full participation hurts the overall quality of the ratings. That is, if a program is not listed, it may be because of a low rating, but it could also

mean that the program would have had a high rating if it had participated.

In addition, although graduate students may be appropriate sources for judging program quality on many dimensions, there are other dimensions on which they may not be very good judges. This criticism is similar to many of the criticisms about the validity of student ratings of course instructors. Graduate students may be influenced by the likeability of faculty.

Finally, all subjective ratings suffer from the possibility that respondents may inflate ratings to promote their graduate program. Respondents would be motivated to promote their own school in order to increase the value and prestige of their degree. Given the visibility of these ratings, this is quite possible.

### **Summary**

We think that many of the dimensions that are best assessed by internal reputations are important ones that all potential graduate students should consider. Climate variables, cost of living, and faculty support are all important variables that are best assessed by current doctoral students. The limitations (especially the possibility for self-promotion), however, of internal reputations are serious. We recommend that applicants treat the results of Kraiger and Abalos (2004) and any other studies that use this method with caution. In general, applicants should visit several programs that they are considering. There is no substitute for observing the interactions between faculty and students (and students with students) in person.

## **Research Productivity**

### **Overview**

One way that I-O programs have been evaluated and ranked has been to look at the research productivity of the schools. Research productivity has been examined by looking at the frequency of faculty publications in top I-O psychology journals (e.g., Gibby, Reeve, Grauer, Mohr, & Zickar, 2002), at representation in the SIOP conference program (Payne, Succa, Maxey, & Bolton, 2001), and at student presentations at the Annual Graduate Student Conference in Industrial-Organizational Psychology and Organizational Behavior (IOOB; Surrette, 1989, 2002).

Gibby et al. (2002) is the most recently published examination of faculty publications in I-O journals. The authors report five sets of rankings based on faculty publications. The first index ranked institutions based on faculty publications during the years 1996 to 2000 and the second index ranked institutions based on faculty publications during the entire career of the faculty member. It is important to note that these rankings accounted for the number of authors on the publication and the location of the faculty member in the author order (authors listed first typically contributed more to the research). The third and fourth rankings were based on the total number of publications, regardless of journal, for the 5-year period 1996 to 2000 and for the career of

the faculty member. The fifth ranking was an average rank for the institution based on a summation of the four previously described rankings.

Surrette (2002) provides an update to his 1989 examination of the presence of I-O programs at the IOOB conference. This examination shows the number of student presentations from various institutions at the conference for each year from 1992 to 2002. He further identifies the rank for each school (where applicable) from the Gibby et al. (2002) ranking system. Finally, he reports a “small, but statistically significant” (p. 113) correlation of .19 between the number of student presentations at IOOB and the Gibby et al. productivity score, indicating that programs ranked high using one system are also somewhat likely to be ranked high in the other.

Payne and her colleagues (2001) examined research productivity of I-O programs indirectly in their look at the frequency of presentation at the SIOP conference during the years 1986 to 2000. This examination focused only on affiliation and not on whether the individual was a faculty member or graduate student. Further, the authors did not weight the rankings by the role the individual played in the session. The authors also did not differentiate affiliation by department, thus, these rankings may include authors from departments outside of psychology, such as the management department.

### ***Strengths of This Rating System***

Getting some idea of the productivity of the institutions you are considering can be very important. One of the key components to success for all I-O psychologists is a clear understanding of the science of I-O psychology. So, whether your goal is to become an academic or a practitioner, you should make sure that your graduate school experience will provide you with opportunities to participate in the research process. Knowing whether faculty are publishing in I-O journals and whether the people at the institution present at SIOP and/or IOOB is one way to determine this.

It is also true that having research presentations and publications on your curriculum vita by the end of your graduate training is a very important factor in securing a good job. This is probably more true for those seeking academic employment than employment in the field, but either way, presentations and publications cannot hurt your prospects.

Another reason to pay attention to productivity-based rankings is based on the emphasis on dissemination of research in academia. Any research methods course will teach you that dissemination is the end goal of any research project. The main reason for this is the dissemination of knowledge. However, when an individual publishes or presents research, the name of the institution accompanies the name of the individual in the journal or conference program. This serves to enhance the reputation of the institution, which can also increase the prestige of the degree you will earn from the institution.

### ***Limitations of This Rating System***

With that said, you must also consider some limitations of the evaluations of productivity. First, though Payne et al. (2001) and Surrette (2002) include graduate student representation at conferences, no evaluation of graduate student publications has been conducted. One thing to note might be whether faculty include graduate students as co-authors on their own publications. This can be an indication of the extent that faculty involve their graduate students in research. As of now, none of the indexes have considered this.

It is also true that ratings change over time. Though some institutions have consistently ranked near the top, the rankings reported by Gibby et al. (2002) look somewhat different than those reported by Howard and his colleagues in 1985, which were different still from those reported by Cox and Catt in 1977. Such changes could occur for many reasons including changes in faculty, changes in the focus of the psychology department, and the like.

Even more important to keep in mind when looking at productivity rankings is what they do not tell you. Productivity of faculty and/or graduate students does not tell you about the coursework you will be required to complete. It does not tell you whether you will have the opportunity to gain practical experience. And, most important, simply looking at the productivity rankings of the institutions does not tell you whether a given program is the right place for you. It is much more important to find a school at which you will be able to pursue your interests than it is to attend a school that is highly ranked. Thus, you must look beyond the number of publications or presentations to the topic areas and foci of the various faculty at the institution.

### ***Summary***

Because research is such an important part of a doctoral program, looking at productivity rankings can be informative and useful when applying to graduate school. However, applicants should remember that number of publications and presentations does not tell the whole story. Anyone applying to doctoral programs should be sure to find programs where there are faculty members who do research of interest to the applicant.

### **Additional Caveats**

There are some limitations that apply not just to one single rating system, but to all of them. First, they can quickly become outdated. Faculty move from university to university just like employees in any other job, so the ratings you see may reflect a different group of faculty than are currently at a particular university. Good faculty may leave an institution, or a university may have recently hired several top-notch professors. As you look through the ratings, you should keep in mind how old the ratings are. Furthermore, as you begin to investigate schools, you should find out whether they have lost or gained any faculty since the ratings were made.

Another issue common to all rating systems is that of making meaningful distinctions between schools. That is, as one moves up or down the rankings, the differences between each school and the next may be very small, large, or could change depending on where you are in the rankings. Some of the rating systems can give you some indication of how close the schools are to each other, but others do not. As you use these rankings, you should try not to put too much weight on small differences in rankings. For instance, don't choose the #8 school over the #9 school just because it has a better ranking—use other criteria to make this decision.

Finally, most of these systems rank only PhD programs. Therefore, they may omit schools that offer only master's degrees (Kraiger & Abalos, 2004 and Surrette, 2002 are the exceptions). Also, schools that offer both terminal master's degrees as well as PhDs may differ in the quality of each type of degree (for instance, by offering different levels of support). Use these rankings with caution when making inferences about the quality of terminal masters programs. Although this report focuses on making decisions about doctoral programs, many of the same criteria and ideas apply to the process of choosing between master's programs.

## Conclusion

The amount of information available to help you make your decision can be overwhelming. Please remember to evaluate critically all information presented to you during this process. There are many aspects of any doctoral program to consider when deciding where to apply and, ultimately, where to go for your degree. This guide has focused on three areas you might encounter in popular media or through the SIOP Web site. Throughout this document, we have alluded to other areas to consider in addition to those we discussed. We list below, not necessarily in order of importance, several areas for you to consider when choosing a doctoral program:

1. Student satisfaction/climate: Discussed above in the second section.
2. Prestige/external reputation: Discussed above in the first section.
3. Productivity: Discussed above in the third section.
4. Research fit: This involves determining whether there is a faculty member at the institution who is doing research on the topic area you would like to study. Most programs seek to admit students who will work on research that will further the lines of research already being conducted. Faculty members will be looking for new advisees who will not only help them conduct research they already have going but who will bring new ideas to their program.
5. Coursework: This involves looking at what you are required to take and the kinds of courses that will be available to you. For example, you might be very interested in taking a lot of quantitative/statistical courses. In that case, learn whether the institution offers many different kinds of such

courses. Most programs will require one or two methods and statistics courses, but some will offer many more.

6. Applied experiences: Some doctoral programs require an internship, others encourage an internship, and still others discourage an internship experience. In addition, schools differ in the extent to which they can help you obtain internships (for instance, some schools might have good relationships with nearby industries). If gaining applied experience is important to you, pay close attention to the ways the school handles internships.

7. Where people get jobs when they graduate: It can be very informative to identify the kinds of organizations that hire graduates of a program. If, for example, you want an academic career but the graduates of a particular program tend to pursue careers in industry (or vice versa), the program may not be a good fit for you. Remember, the alumni network is an important source of information about internships, research opportunities, and job opportunities.

8. Financial support available: It is pretty common for doctoral programs to offer funding for students in many forms. For instance, many programs offer tuition waivers, teaching and/or research assistantships, fellowships, and even health insurance. They do this because they expect you to be a full-time student and that you will not be working outside of school. Getting funding has many advantages, but the primary advantage is that it allows you to focus on your coursework and your research as opposed to supporting yourself financially.

9. Student opportunity to present/publish research: In addition to knowing the level of research productivity at the institution, you should determine to what extent students are included on research with faculty members and to what extent students present and publish their own research. As we indicated above, publishing and presenting research is a key component to finding a good job when you graduate.

10. Fit with particular professors: This is different from research fit, which we discussed in #4. Fit here is about whether you think you could get along with the faculty at the school. The best way to determine this is through conversations with the faculty in person, via telephone, and even e-mail. Talking to current graduate students is another important way to learn about the interpersonal styles of the faculty members.

11. Quality of life: You'll only be in graduate school for a few years, so the quality of life at a particular school may not be as important as some of the other considerations. However, if you have strong preference for certain types of environments, you should of course take this into account (for instance, if you are married, you might want to see if there are many nearby job opportunities for your spouse).

12. Probable success at gaining admission into the program: It is good to set your aspirations high, but you should also be realistic. Many universities have provided data (available on the SIOP Web site) about their GRE and

GPA cutoffs and average scores, as well as how many people apply (and are accepted) to their program each year.

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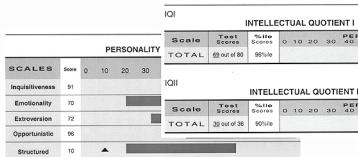
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**Joyce Bono**

Don't forget to apply for the Small Grant Program—Deadline **February 1**.

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1. Provide tangible support from SIOP to its members for research related activities.
2. Help guide research activities in areas of interest to both practitioners and academicians within SIOP.
3. Foster cooperation between academicians and practitioners by supporting research that has the potential to advance both knowledge and practice in applied areas of interest to all members of SIOP.

**\$10,000** will be awarded in 2006. There is no minimum amount per proposal and the maximum for any one grant is \$5,000.

Details on how to apply for this grant were published in the October issue of *TIP* (page 129 or go to <http://siop.org/tip/Oct05> to get the details online).

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## Science in New York City

Eric D. Heggestad

I am sure that you have all heard of the American Psychological Society (APS), and, I hope, that many of you already belong to the organization. For those of you that aren't so familiar, APS is an organization dedicated to the advancement of scientific psychology. Their mission is to "promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare" ([www.psychologicalscience.org](http://www.psychologicalscience.org)). APS is committed to providing scientists with opportunities essential to achieving excellence in research. That's why APS holds the only national annual convention solely dedicated to scientific exchange across all areas of psychology.

In May 2006, New York will be the city where science never sleeps. Thousands of psychological researchers will converge in the heart of Times Square for presentations by award-winning scientists and leaders from across all of psychology. I am hoping that you will consider attending or participating in the 2006 APS Convention (Memorial Day weekend, May 25–28). Many of the invited elements of this year's program are already in place and should prove to be interesting and enlightening. Here are some of the highlights:

The keynote address will be given by Sir Michael Rutter from King's College London. He will be speaking on "Why the Different Forms of Gene–Environment Interplay Matter."

Malcolm Gladwell, well-known author of *Blink* and *The Tipping Point*, will give the Bring the Family address, titled "Behavior in the Blink of an Eye."

Michael Gazzaniga's presidential symposium is entitled "The Mind of the Media." Panelists for the symposium include Robert Bazell (NBC News' Chief Science Correspondent), Daniel Henninger (deputy editor of *The Wall Street Journal*'s editorial page), Erica Goode (science editor for *The New York Times*), Tom Wolfe (author and journalist), and William Safire (columnist for *The New York Times* and chairman of The Dana Foundation).

This year's convention will also feature three themed programs, including Memory and Consciousness, Plasticity and Change: A Lifelong Perspective, and The Psychology of Terrorism.

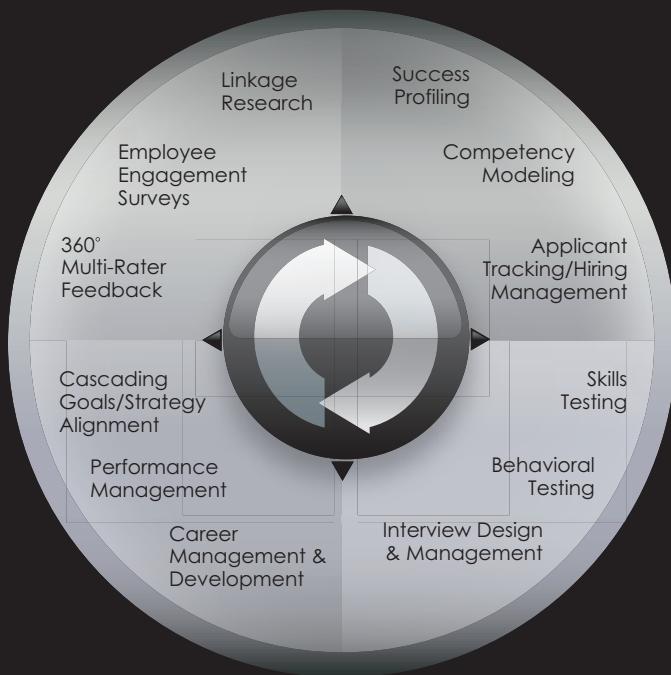
In addition to these events, the I-O track will include invited addresses by **Don Vandewalle** and **Rick DeShon** and invited talks by **Paul Hanges**, **Ramona Bobcel**, and Richard Roberts.

If all this weren't enough to bring you out to New York, **Edwin Locke** will be giving the James McKeen Cattell Fellow Award address. Dr. Locke's address is titled "Building a Theory of Goal Setting by Induction."

Certainly all of this is worth the price of admission! And, if you would like to participate in the convention, the call for submissions will remain open until January 31st. You may submit proposals for posters and symposia.

So, come spend Memorial Day with me in New York City. It will be fun and you just might learn something. And, I promise not to tell anyone if you sneak off to see a show!

Complete information about the convention can be obtained at [www.psychologicalscience.org/convention/](http://www.psychologicalscience.org/convention/).



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# **Notice of APA and APS Awards: A Call to Nominate SIOP Members for These Awards**

**Annette Towler  
Chair of the External Awards Subcommittee**

The External Awards Subcommittee was recently formed to increase SIOP's visibility through promotion and nomination of SIOP members for APA, APS, and APF awards. The goals of our committee are (a) to provide information about awards for which SIOP members may be eligible and (b) to encourage and facilitate the nomination of SIOP members for these awards.

In the following paragraphs, we describe several forthcoming APA awards (nomination deadlines **June 1, 2006**) with their criteria. We encourage you to consider nominating a SIOP member for one or more of these awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for these awards, even if you are not able to make the nomination yourself.

For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler ([towler@iit.edu](mailto:towler@iit.edu)).

## **APA Distinguished Professional Contributions Award**

This award is given to a psychologist whose research has led to important discoveries or developments in the field of applied psychology. To be eligible, this research should have led to innovative applications in an area of psychological practice, including but not limited to assessment, consultation, instruction, or intervention (either direct or indirect). Research involving the original development of procedures, methodologies, or technical skills that significantly improve the application of psychological knowledge and provide direct and immediate solutions to practical problem areas will be considered, as will research that has informed psychologists in how better to observe, define, predict, or control behavior. Original integration of existing theories or knowledge is also eligible for consideration.

Requirements:

- a nomination form
- letter of nomination
- the nominee's current vita with list of publications
- up to five representative reprints
- the names and addresses of several scientists who are familiar with the nominee's work

Past SIOP members who have won this award include:

1976 John C. Flanagan	1991 Joseph D. Matarazzo
1980 Douglas W. Bray	1992 Harry Levinson
1989 Florence Kaslow	

### **The Distinguished Scientific Award for the Applications of Psychology**

The Distinguished Scientific Award for the Applications of Psychology honors psychologists who have made distinguished theoretical or empirical advances in psychology leading to the understanding or amelioration of important practical problems.

Requirements:

- a nomination form
- letter of nomination
- the nominee's current vita with list of publications
- up to five representative reprints
- the names and addresses of several scientists who are familiar with the nominee's work

Past SIOP members who have won this award include:

1980 Edwin A. Fleishman	1987 Robert Glaser
1983 Donald E. Super	1994 John E. Hunter & Frank Schmidt

### **Distinguished Scientific Award for an Early Career Contribution to Psychology**

The Distinguished Scientific Award for Early Career Contribution to Psychology recognizes excellent young psychologists. The areas for this award change each year. Applied Psychology Nominations can be submitted this year.

Requirements:

- a letter of nomination
- the nominee's current vita with list of publications
- up to five representative reprints

Past SIOP members who have won this award include:

1989 Ruth Kanfer	1994 Cheri Ostroff
2005 Frederick Morgeson	

More information about the awards, including nomination forms, can be obtained from <http://www.apa.org/science/awards.html>. Nominations can be sent directly to **Suzanne Wandersman, Science Directorate, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242**.

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance!

## **Secretary's Report**

**Lisa M. Finkelstein**  
**Northern Illinois University**

The Executive Committee held its fall meeting on September 23 and 25 in Rosemont, Illinois, bookending the Strategic Planning meeting discussed in detail elsewhere in this issue. Brief highlights of the discussion and decisions made at the Executive Committee meeting are provided in this report.

A central order of business at the fall EC meeting is the approval of award recommendations. **Joyce Bono** presented the decisions from the Awards Committee on the many SIOP awards for 2006. The executive committee approved the recommendations of the Awards Committee and commended Joyce and her committee for their hard work and difficult decisions.

Dave Nershi updated the committee on several exciting proposals on the horizon from the Administrative Office. He has been investigating the possibility of SIOP retaining a financial advisor to provide SIOP with guidance across a range of investments. The committee encouraged Dave to proceed with the search for the best deal and also voted to formally endorse an annual investment strategy at all upcoming fall meetings.

The committee approved Dave's proposal to move to an electronic membership directory. This is the last year for a printed directory to be sent to all members. The electronic version is being targeted for this year. This would be both a convenience for members and a cost savings in the long term for the Society.

Dave has also been soliciting proposals from Web site development firms to overhaul SIOP's Web site and hopes to move this forward very soon, much to everyone's delight.

While on the subject of Web sites, the Education and Training Committee brought a proposal to the EC for the development of a Teaching Community Web site. This Web site would be a place for instructors to go to post and borrow teaching ideas, to discuss trends and issues in teaching, and foster a sense of community among instructors in I-O. The proposed Web site would use the wiki format, which allows for anyone to post and change information. The EC approved the proposal to put this into development.

**Leetta Hough** proposed a procedure for institutionalizing the Fall Consortium, including the make-up of the committee and the timeline for selecting locations, themes, and presenters. The EC agreed that the consortium committee would be an ad-hoc committee reviewed annually for a period of up to 3 years.

Leetta also informed the committee of an invitation she received to join FABBS, the Foundation for the Advancement of Behavioral and Brain Sciences. FABBS is a 1-year-old, educational, nonprofit organization established to promote and enhance understanding of the behavioral, psychological, cognitive, and brain sciences. FABBS does not lobby but strives to educate the public and the government about the contributions of our sciences.

A more established organization, the Federation of Behavioral, Psychological, and Cognitive Sciences advocates, communicates, and lobbies congressional staff and federal agencies and their staff for increased funding for the behavioral and brain sciences. The previous educational activities undertaken by the Federation are now performed by FABBS. The Federation is interested in involving SIOP as one of its member organizations. **Lois Tetrick** and **Jose Cortina** volunteered to represent SIOP to the Federation. Leetta, Lois, and Jose will explore the potential benefits for SIOP that these alliances might bring.

**Paul Sackett** attended the meeting to update the group on the progress made toward a SIOP-sponsored journal. The idea for the journal now broader in focus is aimed at the field as a whole and incorporates both science and practice. The new journal format will focus on interactive exchanges. There will be a focal article on a critical topic, people will have access to the initial paper on the Web site, and individuals will be invited to submit a commentary. Then, an integrative reply will come from the original author(s). The goal is to have commentaries from a variety of perspectives. This will be a nice opportunity for synergy and increasing awareness of other perspectives and could be a great teaching tool for students. The committee agreed to support immediate movement toward soliciting nominations for an inaugural editor.

**Kurt Kraiger** reported on activities of the Scientific Affairs committee, which has been working hard to develop ways to enhance the likelihood that I-O psychologists receive funding for their work. Currently the committee is exploring the possibility of a small NSF-hosted conference to help set fundable research agendas.

Jose Cortina described the work that he and the Long Range Planning committee have been doing to explore actions that can be taken to help retain I-O psychologists in psychology departments. This is an issue that has relevance to our field as a whole, both science and practice, in terms of the future of I-O as a psychological discipline. The problem may stem from lack of competitive salaries as well as from marginalization and/or lack of respect from psychology departments. LRP is continuing to narrow down potential strategies for actions SIOP can take to address this issue proactively.

Dr. Cortina also put forth a proposal from the membership committee to consider allowing EAWOP as a qualifying organization for SIOP membership. Present qualifying organizations are APA, APS, and CPA. The committee voted to accept this proposal.

The Executive Committee will convene for its winter meeting in Washington, D.C. at APA headquarters during the weekend of January 27th. In addition to tending to regular business, the committee members will be attending APA's Advocacy and Media training programs. These will be offered to interested SIOP members at the 2006 SIOP conference.

If you have any comments, questions, suggestions, or brilliant ideas (does anyone actually read the Secretary's report?) please contact me via e-mail at lisaf@niu.edu.

## **APA Council Report**

**Jose Cortina, Bill Macey, Nancy Tippins, Lois Tetrick**

The APA council of representatives met August 17th and 21st in conjunction with the Annual Convention in Washington, DC. Some highlights of the meeting included:

- The Council voted to approve a 2006 preliminary budget, and in so doing, approved an \$8 member dues increase for the 2006 dues year.
- Council voted to approve several motions crafted in response to the Presidential Task Force on Psychological Ethics and National Security (PENS). You might recall reports circulated by the press that alleged the role of psychologists in the interrogation of prisoners following the 9-11 terrorists' attacks. Partly in response to those concerns, Council reaffirmed its earlier (1986) Resolution Against Torture and Other Cruel, Inhuman, or Degrading Treatment. Further, Council charged the Ethics Committee to work with the PENS Task Force, BPA, BSA, and Division 19 to evaluate research related to the effectiveness of methods used for gathering information from prisoners and develop an appropriate statement or resolution for Council's consideration. Council also requested that the Ethics Committee consider a recommendation regarding the words "in keeping with basic principles of human rights" to Ethical Standard 1.02 to align that standard with the Introduction and Applicability section of the *Ethical Principles of Psychologists*. In addition, addressing the public relations issue, Council directed APA to publicize the 1986 resolution both internally and externally.
- After considerable and at times passionate debate, Council voted to adopt a resolution that APA "support and recommends the immediate retirement of American Indian mascots, symbols, images, and personalities by schools, colleges, universities, athletic teams, and organizations."
- Council also considered procedural issues related to governance, including a significant discussion regarding the meaning of "adopting" versus "filing" reports from boards, committees, and task forces. It was determined "adopting" a report means that Council has approved of the opinions or activities described in that report. "Filing" a report indicates that information has been received but that APA is not committed to action. A report may be "referred" if the intent is to send that report back to the originating group to answer questions that might arise in its consideration.

SIOP fellows elected as fellows of APA were **Winfred Arthur, Paul Hanges, Meni Koslowski, Joel Lefkowitz, William Macey, Jeffrey McHenry, Miguel Quinones, Lise Saari, and David Woehr**.

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## **Visibility Update**

**Wendy S. Becker**  
**University at Albany**

Visibility identified an opportunity to help develop an educational session at the SIOP conference for pretenure faculty. SIOP's First Annual Junior Faculty Consortium will take place on Thursday afternoon from 12:00 noon to 5:45 p.m. on May 4, 2006, the day before the SIOP conference begins. Topics of interest to junior faculty will be discussed, such as starting and maintaining a stream of research, the publication process, mentoring graduate students, and obtaining research funding. The half-day session will help to create a junior faculty network in a supportive climate.

If you are interested in attending the junior faculty session, please sign up using the online SIOP conference registration process. There is a separate fee of \$50.00. Seating is limited to the first 40 to register, so please register as soon as possible. Need more information? Chairs Wendy Becker ([w.becker@albany.edu](mailto:w.becker@albany.edu)), **Jim Farr** ([j5f@psu.edu](mailto:j5f@psu.edu)), and **Joyce Bono** ([jbono@umn.edu](mailto:jbono@umn.edu)) can help with your questions. More information about the program can be found in a separate article in this issue of *TIP*.

Visibility helped the SIOP Foundation develop ideas for a recent generous gift from **Kitty Katzell** in honor of her husband. More information about the Raymond A. Katzell Media Award in I-O Psychology is described in a separate article in this issue.

Visibility helped kick off a very successful Fall Consortium Program. Leadership at the Top: The Selection, Globalization, and Ethics of Executive Talent took place at the Westin St. Louis, St. Louis, MO on October 28–29, 2005. Co-chairs for the consortium were **Leetta Hough**, **David Campbell**, and **Rob Silzer**. Ideas for topics for future programs can be shared with any Visibility member.

The Visibility Committee's mission is to enhance SIOP's identity, get I-O stories into the media, and to gain visibility for SIOP with a wider audience. Members include Clif Boutelle, **Jeff Jolton**, **Paul Mastrangelo**, **Nils Olsen**, **Joel Philo**, **Chris Rotolo**, **Mahesh Subramony**, **Michelle Wiener**, and Wendy Becker.

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## *Obituaries*

### **William A. Owens, Jr. (1914–2005)**

**by Paul W. Thayer and Frank W. Erwin**



William A. Owens, Jr. died after a long illness on September 28, 2005 in Athens, Georgia at the age of 91. He was a scientist, teacher, mentor, administrator, consultant, golf and tennis enthusiast, fishing guide, husband, father, gentleman, and gentle man.

Bill was born in Duluth, Minnesota and majored in mathematics at Winona State University in Minnesota where his father was the first chair of the Psychology Department. He earned his doctorate in psychology from the University of Minnesota under the guidance of Donald G. Paterson. His major was differential psychology, with minors in statistics and counseling.

Bill then took a position in the Psychology Department at Iowa State University in 1940 but left there to enlist in the Navy after Pearl Harbor was attacked. He was assigned to the Bureau of Naval Personnel where he worked on test construction, selection, and classification and began his career as an industrial psychologist.

When the war ended, Bill returned to Iowa State where he rose to full professor and head of the Psychology Department. His many master's students there included such later notables as **Dave Campbell, John Campbell, Jay Uhlaner, Bob Boldt, Bob Morrison, Jack Larsen, and Paul Wernimont**.

After 13 years at Iowa State, he went to Purdue, and in 1968, he moved to the University of Georgia to start a program in measurement and human differences. He subsequently became director of the Institute for Behavioral Research and split his time between teaching, research, and administration. He also took the post of acting provost for a year and helped reorganize the higher levels of administration at the university. His contributions as a teacher, researcher, and mentor were recognized with the title University Professor and the naming of the highest award for scholarship in behavioral sciences as the William A. Owens Scholarly Achievement Award. He retired in 1984 at age 70.

Bill's close relationship with his students was and still is characterized by their affectionate nickname for him, "Doc." (This started at a time when one addressed all faculty members as "Doctor" or "Professor.") He gave them support and independence. He encouraged creativity and congeniality. He was thoughtful, stimulating, and kind. As the old saying goes, he did as much good as he could, for as many as he could, for as long as he could.

Over 80 articles, books, and chapters, as well as seven tests mark his outstanding research career. His research touched on other areas of psychology besides industrial and organizational, including two longitudinal studies of intelligence and aging that contradicted some of the findings of cross-sectional studies. He is best known for his work on biodata, much of which was supported by grants from the National Institute for Child Health and Human Development over a period of 18 years. Colleagues included **Lyle Schoenfeldt**, Jim Ledvinka, Bill Love, **Garnett Stokes**, and **Mike Mumford**. Personality theorists, developmental, differential, educational, and I-O psychologists can benefit from a careful examination of the theoretical structure he developed with his colleagues and the exciting insights his research revealed.

He did extensive consulting, often to provide support for students, and worked frequently with the firm of Richardson, Bellows, and Henry, where his colleagues included Ed Henry, Paul Sparks, Marion Richardson, and **Frank Erwin**.

Bill was president of SIOP when we changed from “industrial” to “industrial and organizational,” and he was winner of SIOP’s Distinguished Scientific Contribution Award. He believed he benefitted greatly from his membership and participation in SIOP, so much so that he and his wife Barbara funded the William A. Owens Scholarly Achievement Award that annually recognizes the best publication in I-O psychology. Indeed, their desire to contribute to the Society resulted in the formation of the SIOP Foundation, which permits tax-deductible gifts to support I-O science and practice.

Bill and Barbara were married in 1941 and had a son, Scott, who predeceased him. Through their more than 60 years together, their relationship was a model of constant love, warmth, and sharing. Through all the years of Bill’s increasing weakness, and on every day, Barbara was at his side.

Those who shared their lives with him knew we had been given a special gift. We were fortunate to know this great and humble man, and we will not forget him.

## Nambury Raju (1937–2005)

by M. Ellen Mitchell, Institute of Psychology



The faculty, students, and alumni of the Institute of Psychology are deeply saddened to receive the news that Nambury Raju, Distinguished Professor of Psychology, died suddenly on Thursday October 27, 2005. He graduated with a PhD from IIT in 1974 and joined the faculty in 1978 after having worked for Science Research Associates (SRA) from 1961–1978. He touched the lives of many within the university community, industry, his community, and professional societies and was known as a world-class scholar, mentor, and friend.

Dr. Raju joined the IIT psychology faculty in 1978 as an assistant professor and was promoted to associate professor and full professor on the basis of his superlative work in the area of selection, psychometric theory, and test development. In 1993, he went to Georgia Tech as full professor of psychology and then returned to IIT in 1996 where he was named Distinguished Professor and Senior Scientific Advisor of the IIT Center for Research and Service. Author of over 150 publications and presentations, member of more than eight professional organizations, and editor or reviewer for more than 24 professional journals, Dr. Raju's work contributed substantially to the development of methods to evaluate and reduce bias in tests used in employment and educational settings. He served on the Department of Defense Advisory Committee on Military Personnel Testing from 1989 to 1992, and on the National Academy of Sciences Committee charged with evaluating the National Assessment of Educational Progress from 1996 to 1998.

The excellence of Dr. Raju's work has been recognized by the American Psychological Association Division of Evaluation and Measurement and the Society of Industrial and Organizational Psychology where he was honored as Fellow. He received the Outstanding Achievement Award from the IIT I-O graduate students and the Lewis College Excellence in Teaching award. He supervised over 35 doctoral dissertations and 20 master's theses and was held in the highest personal and professional regard by all for his warm heart, strong intellect, and unflagging integrity. He is survived by his wife of 40 years, Marijke, his two daughters Indira and Saroja, and his 2 grandchildren, Colin age 4 and Marijke age 2. The family has asked that any donations be directed to the I-O Faculty Endowment, IIT Institute of Psychology, 252LS, 3101 S. Dearborn, Chicago, IL 60616. This endowment will be named in his honor.

The family address is Raju Family at 8220 Ridgepointe Dr., Burr Ridge, IL 60527.

## **SIOP Members in the News**

### **Clif Boutelle**

The news media continue to find SIOP members to be rich sources of information for their stories about workplace related topics. And no wonder! SIOP members have a diverse range of expertise as evidenced by the listings in Media Resources on the SIOP Web site ([www.siop.org](http://www.siop.org)). There are more than 100 different workplace topics and more than 1,800 SIOP members who can serve as resources about those topics.

SIOP members who are willing to talk with the news media about their research specialties are encouraged to list themselves in Media Resources. It can easily be done online. Key to any listing is the brief (very brief) description of expertise. That is what reporters look at, and a well-worded description can often lead the reporter to call.

And every mention in the media is helpful to our mission to gain greater visibility for the field of I-O psychology. It is often a slow process, but more and more reporters are learning about I-O and how SIOP members can contribute to their stories.

Following are some of the press mentions that have occurred in the past several months:

**Todd Harris** of PI Worldwide in Wellesley Hills, MA and **David Pfenninger** of Performance Assessment Network in Carmel, IN contributed to a story on personality assessments, which was featured in the November issue of *HR Magazine*. Harris offered tips that buyers of personality assessment instruments should pose to vendors. Pfenninger noted that assessments are often used for training and development purposes as much as they are for hiring processes.

The November 6 *Tallahassee Democrat* ran a story on a new book written by **Gerald Ferris** and **Pam Perrewe**, both management professors at Florida State University, and a New York University colleague. The authors define political skill as the ability to exercise effective influence over others at work. Entitled *Political Skills at Work*, the book has an 18-item “Political Skills Inventory” so that readers can assess their own strengths. Also offered are techniques for improving political skills that can contribute to professional success when wielded properly.

The November 3 issue of *Great Lakes IT Report*, a daily tech news source for Great Lakes states, quoted **Theresa Welbourne**, founder and CEO of eePulse, based in Ann Arbor, MI. The story featured research on employee energy and how eePulse’s single-item Energy Pulse™ question could be used to differentiate levels of employer excellence and employee energy. “The research findings indicated that high-energy cultures predicted long-term stock price growth, earnings growth, and firm survival,” she said.

Welbourne and **Ben Dattner** of Dattner Consulting in New York City were quoted in an October 30 *Careers* column in the *New York Times* dealing with changes in the office when a new boss takes over. Welbourne said if a popular practice is eliminated, it's important to talk to the new boss, but "do it in a way that doesn't make the new manager defensive." Dattner said it was important to wait a few weeks to observe the new practices. Remember, he said, "The boss is evaluating employees, noting who embraces change and who resists it."

**Mitchell Marks**, an organizational consultant with JoiningForces.org in San Francisco, contributed to a front-page story in the Nov. 2 *St. Louis Post Dispatch* about the culture differences that May Department Stores employees will experience following the acquisition of May by Federated Department Stores.

Differences in culture become quite obvious to employees, but it's an aspect of the integration process "that is woefully undermanaged. CEO's who have made acquisitions say that with 20–20 hindsight, what they would manage more aggressively is culture."

Marks was also quoted in a September 27 MoneyScope segment on KGO-TV in San Francisco about how sinking consumer confidence is affecting retail businesses. He said that consumers are stopping to think whether they should be spending their money. "They are looking for signs that the economy is getting better. Unfortunately, when people do this, they look at the glass as being half-empty."

When people go to work in animal shelters, their motivation is to help animals; yet, they often find themselves having to euthanize healthy but unwanted pets. Two University of North Carolina at Charlotte psychology professors, **Steven Rogelberg** and **Charlie Reeve** have been researching stress among animal shelter professionals and have created a Shelter Diagnostic System to help shelters operate better. Stories about their research appeared in various media including the *South Bend (IN) Tribune* and *Gaston Living* in Charlotte.

**David W. Arnold** and **William G. Harris** wrote a letter to the editor in the October issue of *Workforce Management* magazine pointing out inaccuracies and misleading statements in an earlier article on employers' use of preemployment assessments. One error they corrected was a statement that the Minnesota Multiphasic Personality Inventory (MMPI) was the most popular screening test used by U.S. employers. In fact, it is used by only a handful of employers to screen for safety sensitive positions. Arnold and Williams responded to the article on behalf of the Association of Test Publishers.

For an article about team building that appeared in the October 19 *Orlando Sentinel*, **Eduardo Salas** of the University of Central Florida was asked about the difference between team building and team training. "Simply put, team training has been shown to be effective, while team building has not. Most team building programs have zero correlation with job performance," he said. Those involved "will be entertained and happy about the experience."

But they go back to the job and it hasn't changed. It could be good for morale, but there are short-term benefits only."

A "Cubicle Culture" column on problem employees who get promoted rather than fired that appeared in the August 17 *Wall Street Journal* included quotes from **Dory Hollander** of WiseWorkplaces in Arlington, VA. Workers who have bad attitudes and other faults and do not contribute substantially to the office often are problems being pushed around to other areas within the company. Hollander noted that these situations are "a fact of life" in some organizations. "Sometimes it takes organizations a long time to realize that hope is not the answer. Rewarding bad behavior just breeds more bad behavior."

Hollander also contributed to an August 23 *Wall Street Journal* column about the dilemma employees face when they have a rapid succession of bosses, each with different ways of doing things. One response, she said, "is to seek a mentor elsewhere in the company to help guide your career development."

In an August 9 *New York Times* story on executive coaching, Ben Dattner of Dattner Consulting in New York City noted that often people undergoing coaching expect quick fixes and don't want to spend a lot of time on the process. "People know instinctively that real change is difficult and long-term, but they want to believe that a few sessions will fix everything."

The August 8 *Minneapolis-St. Paul Business Journal* featured a story about how companies are using I-O psychology to gain a competitive edge. The story extensively quoted **Paul Sackett**, director of the University of Minnesota's I-O psychology program. He noted that I-O psychology is "very research-based. What we want to do is offer data-driven solutions to problems." The article also mentioned the large number of companies and organizations in Minnesota that are I-O based.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at PO Box 87, Bowling Green, OH 43402, e-mail them to [siop@siop.org](mailto:siop@siop.org), or fax to (419)-352-2645.

## **Announcing New SIOP Members**

**Talya N. Bauer  
Portland State University**

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 16, 2005.

Alexandra Beauregard  
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London United Kingdom  
A.Beauregard@lse.ac.uk

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sara.lambert@brainbench.com

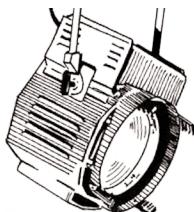
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*Welcome!*



## *Spotlight on SIOP Committees*

### *Program - SIOP Committee*

*Chair: Julie Olson-Buchanan*

*The members of the SIOP Program Committee develop and solicit program ideas as well as evaluate proposals submitted by other members. The deadline for submission of proposals for the SIOP meeting is usually in mid-September and proposal reviews take place in October. Because of the volume of proposals submitted for SIOP, the time commitment is about 10–12 hours in a tight time window of 2 to 3 weeks. Each year a deadline is set for adding volunteers to the Program Review Committee.*

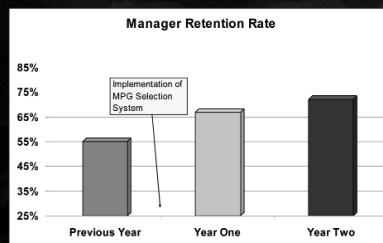
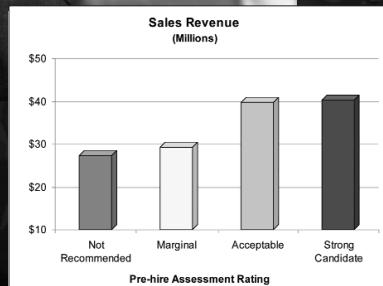
*If you are interested in serving on this committee or another,  
please use the form online at  
[www.siop.org/comm/committeevolunteerdefault.htm](http://www.siop.org/comm/committeevolunteerdefault.htm)*

## Your People Contribute to The Bottom Line... If You Hire the **RIGHT** People



There is no substitute for hiring the right person for the job. Our methodologies are proven, valid and effective. Our solutions are flexible, our licensed psychologists understand business realities and our services can save your organization a great deal of money.

A telecom client needed to quickly expand its large business sales force. After determining the success competencies for the global account director position, we assessed internal and external candidates. The sales figures are actual revenue from the next year. By hiring just ONE average performer from the "Acceptable" candidates rather than one average performer of the "Not Recommended" group, the client would have increased annual revenue by about \$12,000,000!



We developed a selection system for a large restaurant chain which contributed to a 27% decrease in managerial turnover in a two year period. This amounted to a savings of \$15,000,000.

**Now that's ROI!**

Call Us For References

**800.700.1313**

[www.ManagementPsychology.com](http://www.ManagementPsychology.com)

# **SIOP Annual Conference 2006**

**The Adam's Mark Hotel  
Dallas, Texas**

**May 5–7, 2006  
Preconference Workshops and  
Special Events May 4**

*Welcome from the Conference Chairs*

**Donald Truxillo  
Portland State University**

**S. Douglas Pugh  
University of North Carolina-Charlotte**

Welcome to the 21st Annual SIOP Conference and workshops! For 2006, we have another great set of conference activities—excellent preconference workshops, a strong program involving even more special events, outstanding Sunday sessions, and lots of opportunities to network and connect with friends. As you read through this issue of *TIP*, you'll find articles that provide a more in-depth description of all of our major conference activities. And Dallas is a terrific place for the SIOP conference. The Adam's Mark is near the arts district and fine dining, with much nightlife just a brief cab or train ride away from the hotel.

Here are some highlights.

## **Program**

We have an outstanding program this year thanks to Julie Olson-Buchanan and the volunteers working with her on the Program Committee. There will be many great symposia, panel discussions, roundtables, and invited addresses. We've also arranged the posters so that there will be plenty of room to facilitate conversation. We have several new and exciting sessions and formats. Highlights of the SIOP program include:

- A new venue for poster presentations in Dallas. The top 20 rated posters will be featured at the Friday evening all-conference reception.
- A cross-disciplinary session on executive coaching. Coaches from different backgrounds (including external speakers) will provide their perspectives on important questions concerning executive coaching.
- A thought-provoking session on ethics in I-O psychology. This session will feature outside experts in ethics in psychology and will be highly interactive.
- A terrific set of Sunday theme sessions entitled "Crossing Disciplinary

Borders.” These sessions will kick off with an invited session featuring outside speakers whose research crosses into areas studied by I-O psychologists. Following this session there will be a number of sessions featuring the interdisciplinary endeavors of I-O psychologists.

## **Workshops**

The Workshop Committee headed by Joan Brannick has prepared 14 exceptional workshops for SIOP 2006 in Dallas on Thursday, May 4, 2006. These professional development opportunities have been planned with the generous input and feedback from many of you. The workshops are being carefully designed to bring you the most up-to-date thinking and practice in our field. Check out the extraordinary panel of nationally and internationally recognized experts—both from inside and outside of I-O—who will lead this year’s workshops. Be sure to register early to ensure your first choices!

## **Sunday Seminars**

Tammy Allen and her subcommittee have created an interesting and informative set of Sunday Seminars. These sessions (formerly called “Expanded Tutorials”) have become a SIOP favorite because they provide the opportunity to bring us up to speed on cutting edge research topics and methodological issues. This year’s topics are quite diverse—interdisciplinary research, internet-based data collection, teams research, and counterproductive work behavior—so there is something (or many things) for everyone.

## **Job Placement**

Liberty Munson and Mindy Bergman are managing the Placement Center. The Placement Center will once again operate completely online. Those who register with the Placement Center will have access to resumés and/or job descriptions on the Web site before, during, and after the conference. Register early to allow job seekers/employers sufficient time to search the database and print out your job descriptions/resumes.

## **Junior Faculty Consortium**

Wendy Becker, Joyce Bono, and Jim Farr have assembled a group of renowned researchers for SIOP’s First Annual Junior Faculty Consortium. Starting at noon on Thursday, May 4, the consortium will provide a forum for discussion of topics of interest to junior faculty. Sign up early, as registration is limited to 40 participants.

## **Tour**

Michelle Collins has arranged this year’s tour of Texas Instruments’ Digital Light Processing™ display center on Thursday, May 4. DLPTM is the

world's only all-digital display chip and is a key ingredient in many digital projectors available today. In addition to the tour, a Texas Instruments' leader will describe the history of the technology and the need to reshape the culture in bringing a highly innovative product to market. There will also be brief presentation about how Texas Instruments has used assessment to help in the development of future DLPTM leaders and to help in the transition of the culture from a highly technical/scientific one to a more market-facing culture.

### **SIOpen Golf Tournament**

Dan Sachau is in charge of the Annual SIOpen golf tournament, which will be held at 2:00 p.m. on Thursday, May 4th at Tour 18-Dallas. Tour 18 is an extraordinary course comprised of replicas of the 18 best golf holes in America. The course includes surprisingly authentic reproductions of holes from Sawgrass, Pine Valley, Muirfield, Medinah, Wingedfoot, and most notably, holes 11, 12, and 13 at Augusta—the infamous Amen Corner. The tournament fee is \$80 and includes golf, cart, prizes, range balls, refreshments, and transportation to and from the course.

### **Fun Run**

Long-time SIOP 5K organizer Kevin Williams joins Paul and Pat Sackett in planning this year's Fun Run. Get up bright and early on Saturday, May 6, and we'll bus you to the event for a 7 a.m. start. Come for the exercise, come for the t-shirt, or come to see a lot of psychologists sweating even harder than during their PhD oral examination!

As we noted, there's a lot more information about the workshops, the tutorials, the Placement Center, SIOpen, and Fun Run in this issue of *TIP*. Read up and get registered!

Finally, we'd like to offer special thanks to all the people involved in helping to ensure that our conference in Dallas will be a success. Dave Nershi and the SIOP Administrative Office staff do the heavy lifting with regard to planning conference logistics and ensuring that the facilities are up to snuff. This is a group that works very hard behind the scenes to make the conference come off so smoothly. They are an incredible group of people, and they deserve our thanks. Another group that provides an important service to our conference is our exhibitors and sponsors. Our exhibitors help us stay current on the latest trends in I-O theory and practice, and our exhibitors and sponsors both provide significant financial support for the conference. And lastly, thank you to all of you, our SIOP members, who volunteer your time and participation in the conference. Involvement of the membership is key to the success of any professional conference, and no professional society gets more support from its members than SIOP. Members plan workshops,

review conference submissions, organize the Placement Center, and manage special events like the tour and the Fun Run. And of course the workshops, Sunday Sessions, and the sessions that make up the program are provided primarily by members. All of this volunteer work and support helps ensure that the conference is well tailored to our membership. Thanks to the hundreds of volunteers and the thousands of volunteer hours invested, the 2006 SIOP conference will be another outstanding success!

Here are some reminders to help you in planning for this year's conference.

## Reminders

**Conference registration:** You have two registration options. First, you can register online. All of you who have supplied an e-mail alias to SIOP will receive instructions from the SIOP Administrative Office when the registration site comes online. Alternately, you can fill in the registration form in this publication and send it with your registration fees to the Administrative Office. Be sure to indicate which conference activities you'll be participating in—the conference itself, workshops, the preconference tour, the SIOpen Golf Tournament, the Fun Run, and the Sunday Seminars.

Conference registrants who cancel their registration on or before **April 21, 2006** will receive a refund of the conference registration fee, less a \$75 administrative fee. Please refer to SIOP's cancellation policy for workshops and cancellation policy for tutorials in the workshop and tutorial articles in this publication.

**Hotel reservations:** We are once again expecting at least 3,000 conference attendees. So please be sure to make your hotel reservations as soon as you decide to attend the conference. We will be holding conference sessions in our conference headquarters hotel, the Adam's Mark, Dallas. There are several museums, a concert hall (described as acoustically perfect), and dining nearby. Additional dining and nightlife are also easily accessible via a short cab ride or the Dallas Area Rapid Transit (DART) train, which stops adjacent to the hotel.

We'll maintain up-to-date information about the availability of hotel rooms on our SIOP Web site at <http://www.siop.org/Conferences/HotelInfo.htm>.

We encourage you to stay at the conference hotel. We've negotiated the lowest rate in years, and you'll find it very convenient for participating in conference events. SIOP must book blocks of rooms for its annual conference years in advance. Furthermore, if the room block is not used, SIOP can become liable for the unbooked rooms, a standard practice in the industry; in other words the cost of unrented rooms is absorbed by the membership. Obviously, then, it is helpful if people stay in one of the conference hotels. In addition, the room rates should be the lowest in the area, particularly for hotels rooms of that quality.

**Travel:** American Airlines is the official airline of the 2006 SIOP conference. You or your travel agent can receive 5% off the lowest published fare by calling

1-800-433-1790. Make sure you refer to authorization number A3746AE.

SIOP also has negotiated reduced rates for both shuttle service and rental cars for our conference attendees. Yellow Checker Shuttle is providing airport shuttle service for \$11 each way and airport Lincoln Town Car service for \$59 each way. Use the shuttle reservation link on the conference page on our Web site. For those attendees who prefer to rent a car, Avis is offering discounts of 5% to 25%. The Avis Worldwide Discount (AWD) number for this offer is J907322. Be sure to use this number when making your reservations. The Avis direct reservation line is 1-800-331-1600, or use online reservations.

**Nightlife.** The Adam's Mark is within walking distance of many attractions. Dining and nightlife are also easily accessible via a short cab ride or the Dallas Area Rapid Transit (DART) train, which stops in front of the hotel!

**Conference information:** The SIOP Web site will be updated frequently with conference information, hotel information, and links to other sites of interest. Be sure to check <http://www.siop.org/Conferences/> regularly for conference news and updates. If you have questions that are not answered on the Web site or in this booklet, look on the inside cover of this booklet for the names and contact information of people who can be of help. Please feel free to contact me at [truxillod@pdx.edu](mailto:truxillod@pdx.edu).

For your convenience, you will be able to access a personal conference planner on our conference Web site. This will enable you to plan and print your schedule. (The planner will not, however, guarantee you a place in any session nor register you for the workshops.)

As a final note, don't forget that this year we will continue to have LCD projectors in every room! In order to use this equipment, you will be required to bring your own laptop. We also highly recommend that you load the presentations onto one computer before the sessions begin. In addition, in case technology throws you a curve ball, be sure to bring overheads as a backup. Overhead projectors will be available in every room.

See you in Dallas!

## Some Hints to Help With Online Registration

- Go to the SIOP Web site ([www.siop.org](http://www.siop.org)); click on the button “Conference.” Click on the button “Registration.” Detailed instructions follow.
- To register online, SIOP members/affiliates will need the password that they created. If you forget your username or password you can choose to have an e-mail sent to you, or you can contact the Administrative Office. If you are a nonmember, follow the alternate instructions to search for your name if you have previously attended the SIOP conference or purchased books from SIOP. When doing this search for your name, if you have a problem finding it, try typing in the first few letters of your last name only. If you have a double last name or have recently changed your last name, try searching for both names. If your name is NOT listed, add your information into a new record.
- HINT: “Wild card” asterisks will not work.
- HINT: Use the tab key instead of the enter key to move from field to field.
- HINT: The “Reset” button will clear the current screen of all information.
- WARNING: Do not use the back button! This will disrupt the registration process, and you will have to shut your browser down and start all over again. The back button is specific to your browser.
- WARNING: Review your event choices carefully before you hit the “Proceed” button at any point in the registration process. Once signed up for event(s), you can’t change or cancel them online. You must call the SIOP Administrative Office (419-353-0032) to cancel/change events.
- The workshops and the tour both occur on Thursday; but the software will allow you to sign up for both. Unless you are registering someone else (e.g., spouse) for the tour, please choose ONLY workshops OR the tour.
- WARNING: Multiple users could be online at the same time—what is open now could close while your registration is in process (e. g., workshops, tutorial, tour).
- You will be able to add events (such as tutorial, workshops, tour, fun run, placement center) or update your address information at any time.
- If you need to pay for an event with a second credit card, finish the registration process for events on the one card, and reenter your SIOP password to go again to the initial Registration screen.
- If registering anonymously for the placement center, make sure you click “yes” and do NOT upload a resume.
- Your credit card transaction takes place on a secure link to SIOP’s credit card provider.
- You may wish to print out the “Conference Registration” page with the summary of your choices and payment information for your own records. You will also receive an e-mail confirmation/receipt once your registration is complete.

## Hotel Information

The conference hotel is the Adam's Mark Hotel. Because early press deadlines make it impossible to know the availability of the rooms at the time you read this, SIOP will continually update the hotel information on [www.siop.org](http://www.siop.org). If the hotel is sold out, please check the SIOP Web site for additional information. If you have problems booking a room, please call the SIOP Administrative Office.

### ***The Adam's Mark Hotel Dallas***

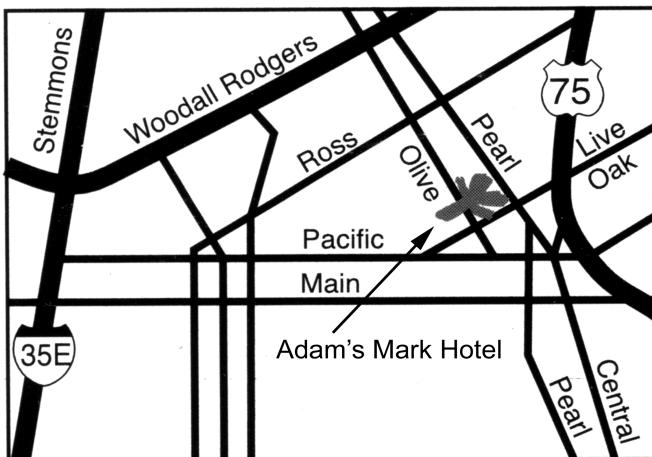
400 North Olive Street, Dallas, TX 75201

Tel: (214) 922-8000

Fax: (214) 922-0308

Reservations: (800) 444-2326

Web site: <http://www.adamsmark.com/dallas/index.asp>



## Transportation

American Airlines is the official airline of the 2006 SIOP conference. You or your travel agent can receive 5% off the lowest published fare by calling 1-800-433-1790. Make sure you refer to authorization number A3746AE.

Transportation is available to and from both airports. Yellow Checker Shuttle is offering an online discount price of \$11 each way. Lincoln Town Car service is also available. Please visit our Web site at [www.siop.org/conferences/](http://www.siop.org/conferences/) for the shuttle reservation link. Taxis are also available and typically run \$16-25 from Love Field and \$26-35 from DFW. For those wishing to rent a car, Avis is providing a discount. Call Avis directly at 1-800-331-1600 to receive the best possible car rental rates available and be sure to mention the Avis Worldwide Discount (AWD) Number, J907322.

## **Wanted: Student Volunteers for SIOP 2006 Conference in Dallas**

**Joerg Dietz  
University of Western Ontario**

Student Affiliates of SIOP wishing to volunteer to assist with the SIOP 2006 conference in Dallas must indicate so when they register online for the conference. Students not registering online will need to attach a note to their faxed or mailed registration form indicating a wish to volunteer. Last year, more than 80 students were volunteers. In Dallas, 80 student volunteers will be needed, starting on the afternoon of Wednesday, May 3 and running through Sunday afternoon. All volunteers will receive, upon completion of their 4-hour obligation, a token of appreciation. Last year, student volunteers received a \$60.00 prepaid Visa card.

Each volunteer is obligated to serve a total of 4 hours, though it may be served in two or three different blocks of time. Volunteers assist in a variety of ways including helping with registration, assembling materials and signs, and serving as direction and information providers. Volunteers are selected based on the time that they register and their availability for a particular day and time. Joerg Dietz ([jdietz\\_siop@ivey.uwo.ca](mailto:jdietz_siop@ivey.uwo.ca)), Volunteer Coordinator, organizes the volunteers and will contact each selected volunteer a month before the conference by e-mail regarding their assignment and any additional information.

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## **2006 SIOP Tour: Texas Instruments**

**Michelle L. Collins  
HRD Solutions**

This year's company tour is of Texas Instruments' DLP™ display center on the afternoon of May 6. Digital Light Processing™ is the world's only all-digital display chip and a key ingredient in the best digital projectors available today. In addition to the tour, a Texas Instruments' leader will describe the history of the technology and bringing a highly innovative product to market and the need to reshape the culture. There will be brief presentation about how Texas Instruments has used assessment to help in the development of future DLP™ leaders and to help in the transition of the culture from a highly technical/scientific one to a more market-facing culture.

Number of Participants: 50

Cost of Tour: \$0 per person

# **SIOP Conference Placement Center: What You Need To Know**

**Liberty Munson  
The Boeing Company**

**Mindy Bergman  
Texas A&M University**

SIOP continues to offer job placement services at its annual conference. To use the Placement Center, you must be registered for both the conference and the Placement Center. To fully benefit from the Placement Center service, both job seekers and employers should register at least 2 weeks in advance.

**Note:** SIOP's JobNet and the Placement Center are two separate services. Registration in JobNet cannot be substituted for registration in the conference Placement Center. If you are currently registered in JobNet and want to utilize the Placement Center, you must register for this service separately through the conference Web site or faxing in the registration form.

## **Key Features of the Placement Center**

- The center is once again being run as a fully online process, replacing paper copies of resumes and job postings of years past. It is to your advantage to register early and to conduct as much of your search as possible online prior to the conference.
- A bank of computers will be available in the Placement Center to search the database during the conference. These will be offered on a first-come, first-served basis with time restrictions imposed during busy periods. If you have a laptop, we recommended that you bring it to the conference so you can conduct searches in the convenience of your hotel room.

## **Registration and Important Points**

Preregistration for the Placement Center is through the SIOP conference registration Web page. Some important points:

- Job seekers and employers will upload resumes and/or job descriptions into password-protected databases. You will be able to conduct searches of the database and identify the jobs or candidates that best fit your needs.
- You will be able to conduct searches and print resumes/job descriptions until **June 30, 2006**.
- Bring copies of your resumes or job descriptions with you to the conference because hard copies are not available on site, and printing capability is limited.
- Private mailbox numbers will be e-mailed along with your Placement Center registration confirmation. Mailboxes are one means of communicating with employers/job seekers.

- Resumes are limited to TWO (2) pages and job descriptions to FOUR (4) pages.
- If you are registering anonymously, click the appropriate box on the online registration form. Do NOT upload your resume or job description.
- We recommend that you register at least 2 weeks prior to the conference to allow job seekers/employers sufficient time to search the database and print out your job descriptions/resumes.

### **Who May Register for Placement Services**

SIOP's Placement Center is open to member and nonmember job seekers who are registered for the conference. Organizations and universities may submit position openings for which I-O training and experience are relevant. Listings may be for full- or part-time positions and/or internships.

### **Registration Costs**

The Placement Center registration fee for SIOP Student Affiliate job/internship seekers is \$40, for SIOP member job/internship seekers \$45, and for nonmember job/internship seekers \$100. The employer registration fee is \$185 and covers up to four (4) positions. **No refunds will be given for cancellations.**

**Note:** Students who are not SIOP Student Affiliates will need to register at the nonmember rate of \$100.

### **Helpful Information for Job Seekers and Employers**

Visit the Placement Center section of the SIOP conference Web site for:

- Information on using the Placement Center, including photos from last year's facility.
- Useful tips on resume writing and interviewing that may be particularly helpful for new job seekers of applied and academic positions.
- Tips for employers on writing job descriptions.

### **Access to the Database without Participating in the Placement Center**

An option is available to those interested in accessing the job seeker or employer databases without participating in the Placement Center. Access to the Web site is available 1 week after the conference through **June 30, 2006**. The cost is \$150 to access resumes and \$40 to access job postings. Paper copies of the resumes and job postings are not available.

### **Questions?**

Contact the SIOP Administrative Office at 419-353-0032.

# General Conference Registration Form

Check if address below is a permanent change/correction.

Address: \_\_\_\_\_

Name as you want it to appear on your badge (*Please print*): \_\_\_\_\_

Job/School Affiliation as you want it to appear on your badge:  
\_\_\_\_\_

The deadline for early registration is **February 28, 2006**.  
Any registration forms received after that date will be processed, but regular fees will apply.  
Print your name as you wish it to appear on your Conference badge.  
Please check the appropriate boxes and type or print clearly.

CONFERENCE REGISTRATION		AMOUNT
<input type="checkbox"/>	SIOP member	Registration \$165
<input type="checkbox"/>	SIOP nonmember	\$330
<input type="checkbox"/>	Student Affiliate*	\$80
<input type="checkbox"/>		\$95
* You must be a Student Affiliate of SIOP to get the \$80 registration fee. Students who are not members need to pay the \$300 nonmember registration fee.		\$ _____

Optional

WORKSHOPS—Please indicate your top six choices (in order of preference):

Workshop # \_\_\_\_\_

Workshop Title \_\_\_\_\_

1st \_\_\_\_\_

2nd \_\_\_\_\_

3rd \_\_\_\_\_

4th \_\_\_\_\_

5th \_\_\_\_\_

6th \_\_\_\_\_

Conference registrants who cancel their registration on or before **April 14, 2006**, will receive a refund of the conference registration fee, less a \$80 administrative fee.

**Workshop fees** (less a \$80.00 administrative charge) will be refunded through **March 31, 2006**. A 50% refund will be granted between **April 1, 2006** and **April 14, 2006**. No refunds will be granted after **April 14, 2006**.

All refunds will be made based on the date when the written request is received at the Administrative Office.

**Sunday Seminar** fees canceled by **April 14, 2006**, will be refunded less a \$25.00 administrative fee.

I will accept any open session. (If your first 6 choices are unavailable and you do not click this option, you will not be charged for workshops and no workshop registration will be recorded. If paying by check, a refund will be issued)

#### WORKSHOP FEES: (Membership in SIOP will be checked)

<input type="checkbox"/> SIOP Member/Student Affiliate	\$400	\$
<input type="checkbox"/> Nonmember of SIOP	\$600	\$
<b>SUNDAY SEMINARS</b>	<b>\$75</b>	
(Choose one)		
<input type="checkbox"/> Interdisciplinary Research		
<input type="checkbox"/> Strategies for Enhancing the Collection of Internet-Based Data.		
<input type="checkbox"/> Cutting-Edge Topics in Teams Research		
<input type="checkbox"/> Counterproductive Work Behavior: A Scientist-Practitioner Workshop		
<b>CONFERENCE PLACEMENT CENTER: Anonymous Registration</b>	<b>□ Yes</b>	<b>□ No</b>
<input type="checkbox"/> Student Affiliate: Internship/Job Seeker	\$40	\$
<input type="checkbox"/> SIOP Member: Internship/Job Seeker	\$45	\$
<input type="checkbox"/> Nonmember: Internship/Job Seeker	\$100	\$
<input type="checkbox"/> Employer: All positions	\$185	\$
<b>JUNIOR FACULTY CONSORTIUM</b> (Limited to the first 40 registrants!)	<b>\$50</b>	\$
<b>TOUR</b> (No charge but must register in advance! Limited to first 50 registrants!)	<input type="checkbox"/>	<b>\$0</b>
<b>SIOPEN GOLF OUTING</b> <input type="checkbox"/> <b>\$80</b> <b>Quantity:</b> _____		
		Plese send entry form to Dan Sachau by 4/1/06
<b>5K RACE</b> <input type="checkbox"/> <b>\$25</b> T-shirt included with cost of 5K race.		
		Send entry form to the Administrative Office by 4/1/06
		Indicate size: S M L XL 2XL
<b>SIOP 2006 T-SHIRT</b> <b>\$15 Qty:</b> <b>S</b> <b>M</b> <b>L</b> <b>XL</b> <b>2XL</b> _____		\$
<b>This credit card belongs to</b> <input type="checkbox"/> <b>myself</b> <input type="checkbox"/> <b>my employer</b>		
<b>Charge my credit card (Visa, MasterCard, or American Express)</b>		
<b>GRAND TOTAL</b> (U.S. Dollars, please)		
Account Number	Expiration Date	
Signature		

## **SIOP 2006 Sunday Seminars**

**Tammy D. Allen  
University of South Florida**

On behalf of the Sunday Seminars Committee, I am delighted to invite you to register for one of the fantastic four Sunday Seminar sessions that will be offered at the 2006 SIOP conference. These sessions provide the opportunity to engage in an in-depth exploration of cutting-edge research topics and methodological issues from a scholarly perspective. They are presented by leading scholars, are primarily academic in nature, and address state-of-the art knowledge and research. Enrollment is limited and these sessions are expected to sell out. Register early to ensure your opportunity to participate!

The following Sunday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Three (3) hours of continuing education credits (CE) are awarded for the participants in one (1) Sunday Seminar.

If you have any questions, please contact me at [tallen@shell.cas.usf.edu](mailto:tallen@shell.cas.usf.edu) or 813.974.0484.

- **Duration:** Sessions are 3 hours long and you can earn 3 CE credits for attending.
- **Enrollment:** Enrollment for each session is limited to 40 participants.
- **When:** Sunday, May 7, 9:00 a.m. to 12:00 noon.
- **Location:** The location will be at the conference site; the specific room will be indicated in the conference program.
- **Cost:** The cost for each Sunday Seminar is \$75.00 (U.S.).
- **Registration:** You must complete the Sunday Seminars section of the general conference registration form (also available on the SIOP web site) and include payment in your total.
- **Cancellation:** Sunday Seminar fees canceled by **April 14, 2006**, will be refunded less a \$25.00 (U.S.) administrative fee.

### **Topics and Presenters**

**Interdisciplinary Research.** Jeanette N. Cleveland, Pennsylvania State University, and Kevin R. Murphy, Pennsylvania State University. Coordinator: Jennifer D. Kaufman, Dell Inc.

**Strategies for Enhancing the Collection of Internet-Based Data.** Robert C. Satterwhite, Applied Psychological Techniques, Inc., and John C. Scott, Applied Psychological Techniques, Inc. Coordinator: Charles Handler, Rockethire.com

**Cutting-Edge Topics in Teams Research.** John Mathieu, University of Connecticut, and Steve W. J. Kozlowski, Michigan State University. Coordinator: Rudolph Sanchez, California State University, Fresno.

**Counterproductive Work Behavior: A Scientist-Practitioner Workshop.** Jerald Greenberg, The Ohio State University. Coordinator: Melissa L. Gruys, Washington State University, Vancouver.

## Sunday Seminar 1

### Interdisciplinary Research

**Jeanette N. Cleveland**  
Pennsylvania State University

**Kevin R. Murphy**  
Pennsylvania State University

Large-scale research projects are increasingly likely to involve interdisciplinary teams; institutions that support these projects (e.g., funding agencies, universities) often require multidisciplinary approaches, and even where these are not externally mandated, expertise from multiple disciplines is often required to attack research questions. Interdisciplinary research presents unique challenges and opportunities. This seminar is designed to help I-O psychologists identify and overcome these challenges and maximize these opportunities. We discuss a range of issues you are likely to encounter when participating in interdisciplinary research, including differences in the way disciplines pose and operationalize research questions, differences in method for obtaining and analyzing data, and differences in the way research is disseminated (e.g., where to publish and present research). Interdisciplinary research poses particular challenges for less established researchers; the relationship between interdisciplinary research and career stages is discussed. Finally, the topic of leading versus participating in interdisciplinary teams is discussed.

This seminar is designed to help participants:

- Understand the challenges and opportunities presented by interdisciplinary research
- Understand the roles I-O psychologists can play in interdisciplinary projects and the skills required to succeed in these roles
- Identify specific issues that need to be resolved before launching interdisciplinary projects
- Understand the implications of interdisciplinary projects at various stages of a research career

**Jeanette N. Cleveland** is professor of I-O psychology at The Pennsylvania State University. Her research interests include personal and contextual variables in performance appraisal, workforce diversity issues, work and family issues, and international human resources. She was consulting edi-

tor for *Journal of Organizational Behavior* and has served or is currently serving on the editorial boards of *Journal of Applied Psychology*, *Personnel Psychology*, *Journal of Management*, *Academy of Management Journal*, *Journal of Vocational Behavior*, *Human Resource Management Review*, *Journal of Organizational Behavior*, and *International Journal of Management Reviews*. She is the coeditor for the *Applied Psychology Series* for Lawrence Erlbaum and Associates. She is the author of numerous research articles and books including *Understanding Performance Appraisal: Social, Organizational and Goal Perspectives* (with K. Murphy) and most recently, *Women and Men in Organizations: Sex and Gender Issues* (with M. Stockdale and K. Murphy, 2000).

**Kevin R. Murphy** is a professor and head of the Department of Psychology at Pennsylvania State University. He earned his PhD from Penn State in 1979, has served on the faculties of Rice University, New York University, and Colorado State University, and has had visiting appointments at the University of California, Berkeley and the University of Limerick. He has also been a Fulbright Scholar at the University of Stockholm and is a Fellow of APA, SIOP, and APS. He is the recipient of SIOP's 2004 Distinguished Scientific Contribution Award. He served as president of SIOP (1997–98), and as associate editor, then editor of *Journal of Applied Psychology* (1991–2002), as well as a member of the editorial boards of *Human Performance*, *Personnel Psychology*, *Human Resource Management Review*, *International Journal of Management Reviews*, *Journal of Industrial Psychology*, and *International Journal of Selection and Assessment*. He served as a member and chair of the Department of Defense Advisory Committee on Military Personnel Testing and has also served on several National Academy of Sciences committees, most recently the Committee to Review the Scientific Evidence on the Polygraph. He has worked extensively with the Navy Personnel Research and Development Center, including two visiting appointments at NRPDC, and has served as a consultant to private- and public-sector organizations in the areas of personnel selection and the assessment of job performance. He is the author of over 100 articles and book chapters, and author or editor of nine books in areas ranging from psychometrics and statistical analysis to individual differences, performance assessment, gender, and honesty in the workplace. Dr. Murphy's main areas of research include personnel selection and placement, performance appraisal, and organizational attraction and recruitment. His current work focuses on the interaction between organizational decisions and individual decisions in personnel selection.

Coordinator: Jennifer D. Kaufman, Dell Inc.

## Sunday Seminar 2

### Strategies for Enhancing the Collection of Internet-Based Data

**Robert C. Satterwhite**  
**Applied Psychological Techniques, Inc.**

**John C. Scott**  
**Applied Psychological Techniques, Inc.**

One of the greatest challenges and opportunities facing I-O psychologists today is harnessing and managing the Internet to gather information and data that organizations need to make critical human resources decisions. Conducting job analysis and employee satisfaction surveys or screening candidates for open positions are just several examples of the ways in which I-O psychologists are using the Internet to influence organizations' strategic objectives. Although the accessibility and convenience of using the Internet is unmatched, I-O psychologists sometimes fail to consider certain obstacles inherent in using this medium to gather data or conduct research.

This workshop is designed to help I-O psychologists anticipate and overcome challenges as well as minimize disruptions posed by conducting research using the Internet. Real-world data collection scenarios will be described and examined, including what went right, what went wrong, and lessons learned. The targeted audience for this workshop includes researchers, practitioners, academic faculty, and doctoral students who are interested in Internet-based surveys but who may not necessarily be experienced in this area.

The seminar is designed to help participants:

- Identify the top 10 challenges that can derail Internet-based surveys;
- Apply project steps and plans that anticipate and overcome these challenges; and
- Share and benefit from lessons learned regarding unique situations they have encountered in conducting Internet-based surveys.

**Robert C. Satterwhite** (PhD, Georgia Institute of Technology), Project Director at Applied Psychological Techniques, Inc., provides senior-level consulting services in the design and validation of employee selection procedures, job analysis and competency modeling, training design and delivery, skills assessment, performance management, litigation support, and downsizing. Dr. Satterwhite's clients range from public-sector employers to *Fortune*® 100 companies across a broad range of industries, including retail, pharmaceutical, telecommunications, entertainment, insurance, hospitality, aerospace, and utilities. He is a member of APA and SIOP and has published and presented work in the areas of I-O psychology, personality psychology, cross-cultural psychology, and doctor-patient communication.

**John C. Scott** is vice president and cofounder of Applied Psychological Techniques (APT), a human resources consulting firm. He directs consulting services in the areas of selection development and validation, 360-degree feedback, survey design, performance management, and executive assessment. Dr. Scott is the current APA convention program chair for Division 14, serves on SIOP's Professional Practice Book Series editorial board, and is an author and frequent presenter in the areas of selection, surveys, program evaluation and assessment. He is coeditor of the *Human Resource Program Evaluation Handbook* (2003, Sage). He received his PhD from the Illinois Institute of Technology in 1985.

Coordinator: Charles Handler, Rockethire.com

### Sunday Seminar 3

#### Cutting-Edge Topics in Teams Research

**John Mathieu**  
University of Connecticut

**Steve W. J. Kozlowski**  
Michigan State University

Teams have been a hot topic for a decade or so, both in practice and in the academic literature. So, what is new in the area? The purpose of this seminar is to outline fruitful areas for future team research and application. The classic Input→Process→Outcome model has served us well as a general framework, yet it has been criticized for being fairly static and single leveled. In this seminar, we advance both meso- and time-based approaches toward the study of team effectiveness. Our focus will be on how these two themes enrich our understanding of team-related relationships, provide promising avenues for future research, and yet, also demand increased sophistication in our theories, methods, and analyses. Among the major themes that we will address will be (a) dynamic team composition issues and other "upward influences;" (b) contextual, boundary management, and other "downward influences;" (c) the integration of developmental and task-related temporal perspectives; (d) interfaces with technology; and (e) critical time-related opportunities for managers to enhance team effectiveness.

This seminar is designed to help participants:

- Understand "meso" upward and downward influences related to team effectiveness
- Understand different temporal processes as related to team phenomena
- Identify "critical levers" or drivers of team effectiveness and how they might be targeted for study and/or intervention
- Appreciate and understand the theoretical, methodological, and analytic implications of adopting such approaches.

**John Mathieu** is a professor of management at the University of Connecticut. Previously he was an I-O faculty member at Penn State University. He earned his PhD in I-O psychology at Old Dominion University in 1985. He has published over 85 articles and chapters in a wide variety of outlets including *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, and *Academy of Management Review*. He is a Fellow of Division 14 and APA and serves on the editorial boards of several major journals. His current research interests include models of training effectiveness, team and multiteam processes, and cross-level models of organizational behavior. He has been the recipient of numerous grants and contracts and consults with a wide variety of organizations.

**Steve W. J. Kozlowski**, is a professor of organizational psychology at Michigan State University. His major interests focus on the processes by which individuals, teams, and organizations learn and adapt to dynamic complexity. His research has spanned technological innovation, socialization and climate, adaptive performance, leadership, team development, and training. Dr. Kozlowski's current research program is focused on self-regulated learning, team learning and development, and the role of team leaders in promoting coherent, adaptive, and effective teams. The goal of this work is to generate knowledge and tools to promote the development of adaptive individuals, teams, and organizations. His work has been published in the leading journals of the field, including the *Academy of Management Journal*, *Human Performance*, *Journal of Applied Psychology*, *Journal of Vocational Behavior*, *Personnel Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personality and Social Psychology Bulletin*, among others, in addition to appearing in numerous books. Dr. Kozlowski is currently an associate editor for the *Journal of Applied Psychology* and has served on the editorial boards of the *Academy of Management Journal*, *Human Factors*, *The Journal of Applied Psychology*, and *Organizational Behavior and Human Decision Processes*. He is a Fellow of APA and SIOP. Dr. Kozlowski received his BA in psychology from the University of Rhode Island and his MS and PhD degrees in organizational psychology from The Pennsylvania State University.

Coordinator: Rudolph Sanchez, California State University, Fresno

## Sunday Seminar 4

### Counterproductive Work Behavior: A Scientist–Practitioner Workshop

**Jerald Greenberg**  
**The Ohio State University**

Counterproductive work behavior (CWB)—acts intended to harm organizations or their employees—exacts a toll on both individuals (e.g., victims

of aggressive behavior) as well as firms that bear direct costs (e.g., financial losses) and indirect costs (e.g., lost productivity due to absenteeism). Not surprisingly, organizational psychologists have been involved in studying such behavior as they develop and test scholarly theories of CWB and as they promote and assess practices designed to curtail its occurrence. The rush to focus on this important topic over the past 15 years—prompted largely by accounts of workplace violence appearing in the popular press—has led to theories and practices that only sometimes coincide. The present workshop addresses this disconnection by highlighting research on CWB that informs organizational practice. Likewise, practices that are particularly effective in controlling CWB will be identified as potential sources of scholarly inspiration.

Among the major themes addressed will be (a) definitions and forms of CWB, (b) causes and consequences of CWB, (c) challenges of measuring this particular low base rate behavior, and (d) approaches for curtailing CWB. Among the efforts at reducing CWB are those focusing on selection (psychometric approaches), those based on denying opportunities (security-based approaches), and those based on promoting organizational cultures that discourage CWB (managerial approaches). In doing this, key distinctions will be drawn between serious and violent varieties of CWB (e.g., shootings) and more insidious and nonviolent varieties of CWB (e.g., incivility and petty theft).

The seminar is designed to help participants:

- Describe what is meant by counterproductive work behavior and the various forms it takes.
- Identify the various antecedents and consequences of counterproductive work behavior.
- Develop managerial programs designed to minimize the occurrence of counterproductive work behavior.

**Jerald Greenberg** (PhD, I-O psychology, Wayne State University, 1975) is the Abramowitz Professor of Business Ethics at The Ohio State University's Fisher College of Business. Greenberg is known best for his pioneering research on the topics of organizational justice as well as counterproductive work behavior, on which he has spoken widely to academic and professional audiences around the world. Several of Professor Greenberg's 160 publications have received awards, including the William Owens Scholarly Contribution to Management Award from SIOP. Among his 20 books are the *Handbook of Organizational Justice* and a best-selling OB textbook, *Behavior in Organizations*. He has been chair of the Organizational Behavior Division of the Academy of Management and currently is associate editor of *Organizational Behavior and Human Decision Processes*. In recognition of his research accomplishments, Professor Greenberg is the 2005 winner of the Herbert Heneman Career Achievement Award granted by the Human Resources Division of the Academy of Management.

Coordinator: Melissa L. Gruys, Washington State University, Vancouver.

# **SIOP Preconference Workshops: What You Need to Know**

**Joan Brannick  
Brannick HR Connections**

We are pleased to present the 2006 SIOP workshops. We anticipate that the workshops will fill up quickly, so register NOW to get the workshop of your choice! We operate on a first-come, first-served basis. Onsite workshop registration is available ONLY if someone who is preregistered for a workshop fails to show up.

The following workshops are sponsored by the Society for Industrial and Organizational Psychology, Inc. and presented as part of the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Inc. APA Division 14 is approved by the American Psychological Association to offer continuing education for psychologists. APA Division 14 maintains responsibility for the program. Seven (7) hours of continuing education credits are awarded for participation in two (2) half-day workshops.

Note to all California participants seeking CE credit: As of January 2002, APA sponsor credit is accepted for MCEP credit in California. This effectively means that SIOP will not be reporting your participation to MCEP as in the past. You are responsible for individually reporting your own CE credit to them and paying any participation and issue letters providing proof of attendance. Note: This letter is found in your workshop packet if preregistered.

## **Date and Schedule**

The workshops take place on Thursday, May 4, 2006—the day before the regular program of the SIOP conference begins. More specifically:

Registration:	7:15 a.m.–8:30 a.m.
Morning Workshops:	8:30 a.m.–12:00 p.m.
Lunch:	12:00 p.m.–1:30 p.m.
Afternoon Workshops:	1:30 p.m.–5:00 p.m.
Reception (Social Hour):	5:30 p.m.–7:30 p.m.

Registration will also be open Wednesday, May 4, from 4:00 p.m.–9:00 p.m.

## **How to Register**

To register, please use our online registration system, or if this is not possible, complete the “workshops” section of the General Conference Registration Form in this section of *TIP*. Registration for workshops is on a first-come, first-served basis. All workshops are half-day sessions and will be presented twice—once in the morning and once in the afternoon. You must register for two half-day sessions (no half-day registration allowed).

Please see the SIOP Web site ([www.siop.org](http://www.siop.org)) for online workshop registration instructions. To register using the paper form, you must fill out the workshop section. You will be asked to list your top six choices. Because workshops fill up very quickly, we ask that you list all six choices. Please list your choices in the order of preference (1st is the highest preference, 6th is the lowest preference). If you list fewer than six workshops and your choices are filled, we will assume you are not interested in any other workshops and your workshop registration fee will be fully refunded or not charged to your credit card. If you indicate on the General Conference Registration Form that you will accept any open section, we will assign you to a workshop.

Those who register for workshops online will receive a confirmation e-mail right away. Those who register using the paper form will receive a confirmatory e-mail once the form and payment have been processed.

### **Cost**

SIOP Members and Affiliates: \$400

Nonmembers of SIOP: \$600

Fees include all registration materials for two workshop sessions, morning coffee, lunch, and the social hour. Additional guest tickets for the social hour may be purchased at the door. The cost will be posted at the door of the social hour room.

### **If Your Organization is Paying by Check...**

Please mail you General Conference Registration Form to the SIOP Administrative Office, even if your organization is sending a check separately. (Sometimes they don't send the form.) Indicate on the copy of the form that your organization is paying and the check will be mailed separately. Make sure your name is on the check and/or your organization's remittance material. (**Sometimes organizations don't indicate for whom they are paying.**) Keep in mind that your conference registration will not be finalized until payment is received.

### **Cancellation Policy for Workshops**

If you must cancel your workshops registration, notify the SIOP Administrative office in writing at P.O. Box 87, Bowling Green, OH 43402-0087 (use 520 Ordway Avenue, Bowling Green, OH 43402 for overnight deliveries) or by email at [siop@siop.org](mailto:siop@siop.org). The fax number is (419) 352-2645. Workshop fees (less a \$80.00 administrative charge) will be refunded through **March 31, 2006**. A 50% refund will be granted between **April 1, 2006** and **April 14, 2006**. No refunds will be granted after **April 14, 2006**. All refunds will be made based on the date when the written request is received at the Administrative Office.

## **Workshop Committee**

Joan Brannick (Chair), Brannick HR Connections

Peter Bachiochi, Eastern Connecticut State University

Robin Cohen, Bristol-Myers Squibb

Marcus Dickson, Wayne State University

Michelle Donovan, Intel Corporation

Shane Douthitt, Bank of America

Debra Drenth, Franklin Templeton

Barbara Fritzsche, University of Central Florida

Joan Gutkowski, Time Warner

Rose Mueller-Hanson, PDRI

Wendy Richman-Hirsch, Mercer Human Resource Consulting

Robert Schmieder, Schmieder & Associates

Bill Sipe, Mercer Human Resource Consulting

Suzanne Tsacoumis, Human Resources Research Organization (HumRRO)

Sara P. Weiner, IBM

## **SIOP 2006 Preconference Workshops**

**Thursday, May 4, 2006**

- 1. Defending Minimum Qualifications for E-Applicants and Beyond.** David W. Arnold, Wonderlic, Inc., Lisa W. Borden, Baker, Donelson, Bearman, Caldwell & Berkowitz, and James C. Sharf, Employment Risk Advisors, Inc. Coordinator: Suzanne Tsacoumis, Human Resources Research Organization (HumRRO).
- 2. The I-O Psychologist and the Executive Committee: Lessons From the Front Line.** Ben E. Dowell, Bristol-Myers Squibb, and Erika D'Egidio, Bristol-Myers Squibb. Coordinator: Robert Schmieder, Schmieder & Associates.
- 3. High-Impact Leadership Development Systems.** Eric D. Elder, Bank of America, and Gail Wise, Right Management Consultants. Coordinator: Shane Douthitt, Bank of America.
- 4. Driving Business Success Through Understanding and Leveraging Corporate and National Cultures.** Miriam Erez, Technion-Israel Institute of Technology, Zeynep Aycan, Koç University, and Brad Hall, ABN AMRO Bank. Coordinator: Sara Weiner, IBM.
- 5. Employment Law: That Was the Year That Was—and What Might Be Next.** Art Gutman, Florida Institute of Technology, and Donald L. Zink, Personnel Management Decisions. Coordinator: Peter Bachiochi, Eastern Connecticut State University.
- 6. The State-of-the-Art in E-Learning.** Leslie W. Joyce, The Home Depot, and Charles Gardner, The Home Depot. Coordinator: Barbara Fritzsche, University of Central Florida.
- 7. Separating Wheat From Chaff: Interpreting Results From Contemporary Analytic Methods.** Rod McCloy, Human Resources Research Organization (HumRRO), and Gary Lautenschlager, University of Georgia. Coordinator: Wendy Richman-Hirsch, Mercer Human Resource Consulting.
- 8. Global Talent Management: An Idea Whose Time Has Come.** Colleen O'Neill, Mercer Human Resource Consulting. Coordinator: Bill Sipe, Mercer Human Resource Consulting.
- 9. Recent Practical, Methodological, and Statistical Advances in the Detection of Adverse Impact and Test Bias.** James J. Outtz, Outtz and Associates, and Paul J. Hanges, University of Maryland. Coordinator: Marcus Dickson, Wayne State University.
- 10. Designing and Implementing Performance Management: Best Practices and Applied Realities.** Elaine D. Pulakos, Personnel Decisions Research Institute, and Nancy L. Rotchford, Ingram Micro Inc. Coordinator: Rose Mueller-Hanson, Personnel Decisions Research Institute.
- 11. Breathing New Life Into Assessment Centers: Leveraging Assessment, Learning, and Technology to Develop Top Talent.** Kirk L.

Rogg, Aon Consulting, and John C. Scott, Applied Psychological Techniques (APT), Inc. Coordinator: Robin Cohen, Bristol-Myers Squibb.

- 12. The Ropes to Learn and the Ropes to Skip: Facilitating Executive On Boarding.** Lorraine Stomski, Aon Consulting, and Seymour Adler, Aon Consulting. Coordinator: Joan Gutkowski, Time Warner.
- 13. Driving Higher Performance Within Your (Internal or External) Consulting Practice.** Jack W. Wiley, Gantz Wiley Research, and Kevin J. Nilan, 3M. Coordinator: Michelle Donovan, Intel Corporation.
- 14. Understanding the Financial Context of Organizations: What I-O Psychologists Should Know.** Mark Young, Personnel Decisions Research Institute, and Peter Ramstad, Personnel Decisions Research Institute. Coordinator: Debra Drenth, Franklin Templeton.

## **SIOP 2006 Preconference Workshop Descriptions**

**Thursday, May 4, 2006**  
**The Adam's Mark Hotel, Dallas**

### **Workshop 1 (half day)**

#### **Defending Minimum Qualifications for E-Applicants and Beyond**

- Presenters:** **David W. Arnold, Wonderlic, Inc.**  
**Lisa W. Borden, Baker, Donelson, Bearman, Caldwell & Berkowitz, P.C.**  
**James C. Sharf, Employment Risk Advisors, Inc.**
- Coordinator:** **Suzanne Tsacoumis, Human Resources Research Organization (HumRRO)**

The question of who is a bona fide “applicant” has been debated by EEO enforcement agency personnel and employers since the *Uniform Guidelines on Employee Selection Procedures* were adopted in 1978. For the past decade, increasing reliance on paperless job applications has lead to frequent discussions about who is to be counted as an “e-applicant” for EEO data collection purposes. In March 2004, the Equal Employment Opportunity Commission and the Department of Labor’s Office of Federal Contract Compliance programs proposed the adoption of additional questions and answers to clarify and provide a common interpretation of the *Uniform Guidelines on Employee Selection Procedures* as they relate to the Internet and related technologies. The intent of the proposed Q&As was to guide employers in their efforts “to comply with requirements of Federal law prohibiting employment practices

that discriminate on grounds of race, color, religion, sex, and national origin” (emphasis added) 29 C.F.R. 1607.1(B). The proposed Q&As blurred the previous distinction between recruitment practices that were not burdened under the *Uniform Guidelines* and selection practices that were. The thrust of the proposed Q&As is to clarify that recruiting announcements used to develop their pool of qualified applicants are to be newly subjected to disparate impact analysis and that such analysis “can be based on Census or workforce data.” As one labor economist opined, “The proposed Q&As are my retirement annuity.”

If adopted as proposed, recruitment practices including meeting minimum qualifications such as educational diplomas and passing licensing and certification exams will be newly challenged under the *Uniform Guidelines*. As a practical matter, I-O psychologists will be burdened with demonstrating that any minimum qualification resulting in adverse impact (i.e., that is not representatively attained by each RSN subgroup in the labor market) is “job related for the position in question and consistent with business necessity” as defined in the Civil Rights Act of 1991.

This workshop is designed to help participants:

- Analyze the new proposed Q&A on the definition of e-applicants
- Critique the utility and risks associated with using minimum qualifications
- Design legally defensible processes for developing and assessing minimum qualifications
- Use methods for creating and evaluating minimum qualifications that are legally defensible

**David W. Arnold** is general counsel for Wonderlic, Inc., where he is involved with legal issues concerning privacy, negligent hiring, employment testing, and equal employment matters. He also serves as general counsel for the Association of Test Publishers. In this capacity, Dr. Arnold has testified on many occasions before various legislative committees on issues related to testing. Before joining Wonderlic, Dr. Arnold held positions with civic and academic organizations, in addition to corporate assignments with Supermarkets General Corporation, United Airlines, and Reid London House. He is an active member of the American Bar Association’s Section of Labor and Employment Law and SIOP. He has also served as chairperson of the APA’s Committee on Legal Issues and currently serves on the State Affairs Committee of SIOP. David has also written over 100 articles regarding testing and employment law/legislation and spoken frequently to various trade groups regarding these topics. He holds a JD from Loyola University Law School and a PhD in industrial psychology from the University of Nebraska.

**Lisa W. Borden** is a partner in the Birmingham office of Baker, Donelson, Bearman, Caldwell & Berkowitz, P.C., where her practice primarily involves advising and representing both public and private entities in employment matters, including individual and class action litigation. Ms. Borden has extensive

experience in litigation concerning the validity of selection procedures. She has worked with numerous I-O psychologists in a variety of contexts, including the provision of expert opinion and testimony in litigation, consultation prior to and during litigation, and the development and implementation of training programs and selection procedures in compliance with court orders. Baker, Donelson has offices in Alabama, Georgia, Louisiana, Mississippi, Tennessee, and Washington, DC, as well as a representative office in Beijing, China. Lisa received her law degree from the Emory University School of Law in Atlanta, Georgia.

**James C. Sharf** is president of Sharf & Associates, Employment Risk Advisors. He advises employment attorneys, HR managers, and fellow industrial psychologists on developing, implementing, and defending selection, licensing and certification, and appraisal systems that minimize the risk of employment litigation. Jim brings 3 decades of regulatory experience in dealing with EEO liability involving (a) age, race, and gender discrimination claims; (b) disparate impact claims challenging minimum education and experience requirements; (c) licensing and certification assessments and employment tests; and (d) class certification arguments under both Title VII and the Department of Labor's Office of Federal Contract Compliance Programs' enforcement of Executive Order 11246. As EEOC's chief psychologist in the mid-1970s, Jim drafted the *Uniform Guidelines on Employee Selection Procedures* and later served as special assistant to EEOC's chairman for whom he drafted the "race norming" prohibition in the Civil Rights Act of 1991. More recently, Jim consulted with industrial psychologists at the new Transportation Security Administration in designing the prerequisite screening criteria and selection tests used to hire over 50,000 airport security screeners nationwide. He has authored more than 50 articles and chapters on fair employment, and he has conducted dozens of EEO seminars and workshops nationwide. His most recent text is a risk-management analysis of contemporary trends in employment class action litigation. Jim is a Fellow of both SIOP and APA. Jim received his PhD in organizational psychology from the University of Tennessee in Knoxville.

## **Workshop 2 (half day)**

### **The I-O Psychologist and the Executive Committee: Lessons From the Front Line**

**Presenters:**      **Ben E. Dowell, Bristol-Myers Squibb**  
                         **Erika D'EGidio, Bristol-Myers Squibb**

**Coordinator:**    **Robert A. Schmieder, Schmieder & Associates**

An I-O psychologist's impact on an organization is determined by his or her ability to influence the senior most leaders of the organization. The presenters will discuss alternative approaches based on the I-O psychologist's

standing (i.e., internal vs. external, executive vs. professional). This workshop will include (a) a discussion of success factors and derailers for dealing with senior leaders, (b) caselettes drawn from the experience of the presenters that illustrate successful and unsuccessful attempts to influence senior leaders, (c) a debate on the role of the I-O psychologist within companies, and (d) lessons learned. This highly interactive workshop should be of interest to practitioners who are faced with getting things done in organizations, either in an internal or consulting role.

This workshop is designed to help participants:

- Identify strategies on how to successfully engage senior leaders (i.e., timing, venue, approach, etc.)
- Use a customer-focused approach in their work in organizations
- Know professional dilemmas that may occur in either an internal or external consulting role
- Apply approaches, processes, and strategies to influence senior leaders most effectively

**Ben E. Dowell** is vice-president, Talent Management for Bristol-Myers Squibb. He is responsible for leading a group that provides coaching and consulting to the senior management of the company focused on the identification, selection, and development of senior leaders. His group also develops programs, processes, and systems to set standards, assess, select, develop and manage the performance of talent at every level of the organization. He has been with Bristol-Myers Squibb since 1989 in a variety of HR generalist and HR development roles. Prior to Bristol-Myers Squibb, Ben held a number of management development and HR generalist positions in various divisions of Pepsico including Frito-Lay, Pepsico Foods International, and Pizza Hut. Based on over 30 years of experience in influencing senior leaders, his writing and speaking engagements have focused on integrated leadership development systems, succession planning, high-potential development, performance management, executive coaching, ethical decision making and talent management processes for senior leaders. Ben received his PhD in I-O psychology from the University of Minnesota.

**Erika D'Egidio** is associate director, Talent Management for Bristol Myers Squibb. She is responsible for partnering with the business to design systems, processes, and programs focused on the identification, selection, development, and retention of talent within the organization. She has approximately 5 years of experience influencing senior leaders. Prior to joining Bristol-Myers Squibb in 2004, Erika worked for Jeanneret & Associates, a consulting firm based in Houston, TX for 9 years. Her work at Jeanneret & Associates focused on designing and validating selection systems, providing advice and counsel to clients regarding a variety of HR processes, and litigation support regarding a variety of employment issues. She received her PhD and MA in I-O psychology from the University of Houston.

## **Workshop 3 (half day)**

### **High-Impact Leadership Development Systems**

**Presenters:**      **Eric D. Elder, Bank of America**  
                         **Gail Wise, Right Management Consultants**

**Coordinator:**    **Shane Douthitt, Bank of America**

Leadership development interventions have the potential to make significant contributions to both individual and organizational effectiveness. What differentiates programs that fail to deliver results from those that have high impact? This workshop will explore the common characteristics that contribute to either success or failure of leadership development interventions, as well as techniques for successful design, implementation, and sustainment. Presenters will leverage case studies, exercises, and workshop participants' own experiences to bring the discussion to life. This workshop should be of interest to practitioners who are responsible for designing or implementing leadership development interventions in any type of organization, either as an internal or external consultant.

This workshop is designed to help participants:

- Apply critical success factors that lead to high-impact leadership development systems
- Implement tools and techniques to ensure program effectiveness
- Apply illustrations of successful leadership development programs
- Use lessons-learned and best practices

**Eric D. Elder** is senior vice-president, Executive Recruiting & Development for Bank of America. In this role, he has responsibility for executive recruiting, internal talent movement, on boarding, and executive development programs. Before joining Bank of America, he worked for Bristol-Myers Squibb as director, Executive Staffing & Development, and prior to that, as director within the Center for Leadership Development. Before Eric became an internal practitioner, he worked as an external consultant with RHR International, Towers Perrin, and Development Dimensions International (DDI). Eric received his PhD in social psychology from the University of Texas at Austin.

**Gail Wise** is vice-president of consulting for Right Management Consultants. Gail focuses on employee development and HR systems, including such areas as multirater (360°) feedback; succession management; design and delivery of management and executive development programs; design and implementation of performance management and selection systems; and the use of organizational surveys. Prior to joining Right, she was a partner in Irwin & Browning, a consulting firm in Atlanta. Before joining Irwin & Browning, she spent 10 years in both field- and headquarters-level HR and training positions with Pepsico in its KFC division. Gail earned a PhD in I-O psychology at the University of Georgia and a MBA from the University of Louisville.

## **Workshop 4 (half day)**

### **Driving Business Success Through Understanding and Leveraging Corporate and National Cultures**

**Presenters:**      **Miriam Erez, Technion-Israel Institute of Technology**  
                        **Zeynep Aycan, Koç University**  
                        **Brad Hall, ABN AMRO Bank**

**Coordinator:**    **Sara Weiner, IBM**

As cross-border trade continues to accelerate in both manufacturing and in service-related business, the importance of effective global organization and leadership continues to increase. Some companies state unequivocally that corporate culture supersedes local cultures. Other successful companies lean towards localization and autonomy. This workshop is intended to help participants understand current research and best practices in this area while actively participating to build their own point of view on when and how to balance global and local perspectives. The workshop will present both academic perspectives and practical methods and tools, along with illustrative examples. It will be targeted to individuals responsible for improving the performance of people and organizations in a global company.

Specifically, the workshop is designed to help participants:

- Understand the construct of global culture
- Determine ways in which local subsidiaries best adapt to global values
- Describe best practices in global HR management and leadership
- Define culture quotient (CQ) and help participants assess their own CQ
- Create a roadmap for use in ensuring alignment of global HR practices with local culture

**Miriam Erez** is the Mendes France Chaired Professor of Management and Economics at Technion-Israel Institute of Technology where she was former dean of the William Davidson Faculty of Industrial Engineering and Management in 1996–1998. Her research focuses on three major topics: work motivation, innovation, and cross-cultural organizational behavior. Miriam was the Israeli co-investigator on the GLOBE research. She conducted research on international mergers and acquisitions, and on global values of multinational companies. She was also the editor of *Applied Psychology: International Review* (1997–2003) and past president of Division 1 of organizational psychology, IAAP. She is Fellow of SIOP; APA; and AoM. In 2002 she received the Award of the International Association of Applied Psychology “for the Distinguished Scientific Contributions to the International Advancement of Applied Psychology.” In 2005, she received the Israel Prize in Management Sciences. Miriam co-authored two books and co-edited two

books on cross-cultural research and is the author of over 60 articles and book chapters written on work motivation, innovation, and cross-cultural organizational behavior. She received her PhD in organizational psychology at the Technion-Israel Institute of Technology, followed by a post doc in the Department of Psychology at the University of Maryland.

**Brad Hall** recently moved to Amsterdam as a senior vice-president of Talent Management for ABN AMRO Bank. He has over 15 years of internal and external consulting experience. Prior to ABN AMRO Bank, Brad joined IBM in 2000 as the executive in charge of organizational effectiveness and executive capabilities across IBM's Asia Pacific region, a \$25.5B, 60,000-employee organization. He was previously the director of HR and Training for AT&T Global Services, a \$12B unit of AT&T where his HR organization placed second in the 2000 PriceWaterhouseCoopers/Linkage award for HR Innovation. Brad was also the director of Organization Effectiveness for McDonald's Corporation. He lived on assignment in Asia for five years with AT&T and IBM, after which he was assigned to design the organization and culture for Lenovo, the first major Chinese global company. He is now a senior organization leadership consultant located at IBM headquarters in Armonk, NY. He completed his PhD in I-O psychology from Tulane University in 1989 with a dissertation focusing on cultural issues surrounding management practices of Japanese and U.S. corporations.

**Zeynep Aycan** is an associate professor of I-O psychology at Koç University in Istanbul. Her research focuses on the impact of culture on various aspects of organizational processes, including leadership, HR management, and women's career development. She has published three books and more than 35 book chapters and research articles in her field of expertise. Zeynep is the co-founder and the co-editor of the *International Journal of Cross-Cultural Management* and serves on the editorial boards of *Applied Psychology: An International Review*, *Asian Journal of Social Psychology*, and reviews for journals such as *Journal of Applied Psychology*, and the *International Journal of Selection and Assessment*. She is the president-elect of the International Society for the Study of Work and Organizational Values. She has been invited as a research fellow and guest lecturer to Aston Business School, UK; European School of Management, Oxford; Bordeaux School of Management, France, and Tartu School of Economics, Estonia. She has also served as a consultant or trainer to companies including Bechtel-Enka, Phillip-Morris, Migros, Alcatel, Efes, Pfizer, and GlaxoSmithKlein. She is the recipient of two awards (Recognition Award and Outstanding Young Scholar Award) from the Turkish Academy of Sciences for her contributions to management sciences at the national and international levels. She completed her PhD in Canada (Queen's University) in cross-cultural psychology. She conducted post-doctoral studies at McGill University, Faculty of Management, where she taught cross-cultural management.

## **Workshop 5 (half day)**

### **Employment Law: That Was the Year That Was— and What Might Be Next**

**Presenters:**      **Art Gutman, Florida Institute of Technology**  
**Donald L. Zink, Personnel Management Decisions**

**Coordinator:**    **Peter Bachiochi, Eastern Connecticut State University**

It is critical for I-O psychologists to remain abreast of developments in employment law, particularly for those who work in a corporate environment. It is also a critical area for developers of selection instruments, consultants who function as expert witnesses or produce work product for labor attorneys, and academic psychologists with teaching interests in personnel selection, tests and measurement, training, and organizational development. This workshop will review the most recent decisions of the Supreme Court and their implications for personnel selection issues. The major topical areas are (a) summary of EEOC and Supreme Court statistics and brief overview of key prior cases; (b) key cases in the past 2–3 years, such as *General Dynamics Land Systems v. Cline* (2004), *Pennsylvania State Police v. Suders* (2004), and *Smith v. City of Jackson* (2005); (c) key lower court issues, such as being regarded as being disabled within the meaning of the ADA, the status of personality tests in the ADA, and requirements to wear makeup at work; and (d) implications of the Supreme Court's rulings in *Grutter v. Bollinger* (2003) and *Gratz v. Bollinger* (2003) on diversity in college and graduate programs for parallel considerations in the workplace.

This workshop is designed to help participants:

- Identify trends in charges of discrimination brought to the EEOC and litigated in the courts
- Assess the implications of recent Supreme Court decisions for I-O practice
- Anticipate presently unresolved issues in the lower courts that are likely to reach the Supreme Court in the near future
- Apply implications of recent Supreme Court decisions on diversity in educational programs to affirmative action programs in the workplace
- Apply implications of changes in employment law to personnel practices in the workplace

**Art Gutman** is professor of psychology and past chair of the I-O graduate program at Florida Institute of Technology. He is the author of *EEO Law and Personnel Practices* (Sage, 2000) and the originator of **On the Legal Front**, a column on workplace discrimination that appears quarterly in *TIP*. He has consulted with public and private employers, creating and validating

tests, doing program evaluations, and working on legal issues related to workplace discrimination, including functioning as an expert witness. He spent 2 years at the University of Colorado as a National Institute of Mental Health Fellow and 2 years on the faculty at Georgia State University. He has been at Florida Tech since 1979. He received his PhD degree in psychology from Syracuse University in 1975.

**Donald L. Zink** began his professional career as a research psychologist in the U.S. Air Force, with the Air Force Personnel and Training Research Center and the Aerospace Medical Research Laboratory, performing human factors research. He received his master's degree in experimental psychology in the mathematical psychology program from the University of Michigan, under Air Force sponsorship. After retiring from the Air Force, he joined the staff of Mary Tenopyr at AT&T, where he worked on developing and validating selection procedures. His interest in employment law was sparked by his involvement with AT&T attorneys in responding in defense to challenged tests. After the breakup of the Bell system, he continued his I-O career as a consultant and obtained his JD degree from the University of Denver, emphasizing employment law and civil rights. Although he is a licensed attorney, he does not practice but prefers to continue his professional involvement within the I-O community. In addition to teaching employment law for the University of Phoenix, he is an adjunct faculty member at the Sturm College of Law at the University of Denver, where he teaches statistical evidence in litigation.

## **Workshop 6 (half day)**

### **The State-of-the-Art in E-Learning**

**Presenters:**      **Leslie W. Joyce, The Home Depot**  
                         **Charles Gardner, The Home Depot**

**Coordinator:**   **Barbara Fritzsche, University of Central Florida**

The potential of e-learning has been the “buzz” since the early 1990s but successes have been slow to come. Learners are too often disappointed by the experience thus slowing the movement towards online learning. Many early attempts at e-learning were overproduced, feature-rich experiences that lost sight of the instructional goals and overwhelmed the learner with options. As the economic belt has tightened, more recent attempts seem to have headed to the other “ditch” with a proliferation of “page-turner” e-learning that fails to engage the learner.

Rolling out their first e-learning course in 2002, The Home Depot may have been late to the game but they have found a balance in e-learning design that has fueled a 91% favorable response rate from their learners. As a result, e-learning will account for more than 4 million learner hours in 2005 and

requests for more continue to mount. In this workshop, you will get an inside look at practical e-learning content that works. Participants will learn (a) the e-learning modalities that The Home Depot has employed and understand the underlying pros and cons of each, (b) the design strategies employed in award-winning content samples, (c) lessons learned regarding Reusable learning object strategies from a real-world, practical perspective, and (d) pros and cons of different development team structures. This workshop should be of interest to practitioners who are responsible for developing and implementing e-learning and to researchers interested in practical successes in e-learning.

This workshop is designed to help participants:

- Select e-learning modalities that align with organizational needs.
- Design effective, performance-based e-learning that users actually enjoy.
- Construct a reusable learning object (RLO) strategy that works.
- Assess e-learning development team structures to help determine the appropriate structure for your organization

**Leslie Joyce** is vice-president and chief learning officer for The Home Depot. In that role she is responsible for the design, development, and deployment of learning solutions to The Home Depot's 325,000 multinational associates. Her current focus is in distributed leadership development, e-learning, and learning process improvement. Prior to The Home Depot, Leslie was the director of organization effectiveness at GlaxoSmithKline. Leslie received her PhD in I-O psychology from North Carolina State University.

**Charlie Gardner** is the director of the eLearning Center at The Home Depot. He is responsible for the overall corporate e-learning strategy, e-learning content development, Learning Management system functionality, and learning reporting. Prior to his 4 years with The Home Depot, Charlie spent 12 years with iXL where he served as solution partner and VP of e-learning for the Business to Employee (B2E) Group. Charlie also brings significant operations experience including the roles of VP client services, VP creative services, director of Web development, and senior instructional designer. Charlie earned a master's degree specializing in computer-based education and instructional design from the University of Georgia.

## **Workshop 7 (half day)**

### **Separating Wheat From Chaff: Interpreting Results From Contemporary Analytic Methods**

**Presenters:**      **Rod McCloy, Human Resources Research  
Organization (HumRRO)**  
**Gary Lautenschlager, University of Georgia**

**Coordinator:**    **Wendy L. Richman-Hirsch, Mercer Human Resource  
Consulting**

Sophisticated statistical research methods abound in the context of organizational research and practice. Practitioners and researchers alike face challenges with trying to keep apace of nuances in the reporting and interpretation of computer output from the wide variety of statistical analysis packages. Newer developments in the application and interpretation of research findings often challenge communication within and across research units. Our goal in this workshop is to survey a select set of methods and focus attention on sensemaking in the process: why one conducts such analyses and how one interprets the resulting output from available statistical packages. This workshop assumes some background knowledge on how one conducts these types of analyses, placing emphasis on appropriate use of the methods and their interpretation. The presenters plan to examine topics including confirmatory factor analysis, structural equation modeling, multilevel modeling, item response theory, logistic regression, and event history (a.k.a. survival) analysis. As appropriate, discussion will include issues in longitudinal as well as cross-sectional data analysis. The presenters will attempt to tailor the workshop to participant needs via a preworkshop survey. Final workshop topics will then be based upon participant needs meshed with presenters' expertise. This workshop is directed towards experienced professionals who have an interest in refreshing and developing what they know about select modern data analysis methods and interpretation.

Upon completion of this workshop, participants will be able to:

- Describe issues confronted in interpreting results from complex analytic methods
- Explain the rationale for focusing on particular features of computer output
- List critical output features for the various methods covered
- Interpret the results provided correctly
- Explain choices among available approaches for interpreting results
- Apply lessons learned from select case studies provided to participants

**Rod McCloy**, a principal staff scientist for the Human Resources Research Organization (HumRRO), has conducted and directed personnel research for more than 15 years. The bulk of his research experience has involved individual differences assessment and quantitative analysis. He has directed and provided analytic assistance to many HumRRO projects, being well versed in several multivariate analytical techniques (e.g., covariance structure analysis, structural equation modeling, event history analysis, hierarchical linear modeling). His recent research efforts include development of noncognitive assessments, modeling attrition/retention, and development of a computer-adaptive test of cognitive ability. His dissertation describing a measurement model of performance determinants received SIOP's 1991 S. Rains Wallace Dissertation Award. Dr. McCloy received his PhD in I-O psychology, with specialization in psychometrics and statistics, from the University of Minnesota.

**Gary Lautenschlager**, a professor in the Applied Psychology Program at the University of Georgia, has over 20 years experience teaching courses in I-O psychology, quantitative methods, and psychological measurement. Gary has consulted on and presented seminars about statistical matters with a wide variety of for-profit, governmental and other not-for-profit organizations, and some of this has involved matters of litigation. He has published over 50 journal articles, papers, and related software tools for assisting in the analysis and interpretation of complex research methods in practical contexts. Gary reviews manuscripts, largely for research methods and statistical issues, for over 20 different professional journals, including *Journal of Applied Psychology*, *Personnel Psychology*, *Journal of Organizational Behavior*, *Psychological Bulletin*, *Psychological Methods*, *Multivariate Behavioral Research*, *Journal of Management*, and *Organizational Research Methods*. Gary received his PhD in I-O psychology and quantitative methods from the University of Illinois-Chicago.

## **Workshop 8 (half day)**

### **Global Talent Management: An Idea Whose Time Has Come**

**Presenters:** **Colleen O'Neill, Mercer Human Resource Consulting**

**Coordinator:** **Bill Sipe, Mercer Human Resource Consulting**

With organizations investing an average of 36% of their revenues in their workforce combined with continued workforce globalization and massive numbers of employees in many parts of the world retiring in the next 5 years, it is no surprise that organizations view global talent management as a mission critical issue. Some of the most successful global companies engage in systematic and sophisticated succession management and workforce planning, and have established a pipeline of high potential leaders. Other companies plan to “cross that bridge when they come to it.” Regardless of whether global HR executives are concerned with maintaining competitive advantage by refreshing their “best practice” processes or responding to a future need to create new processes and tools, they have a keen interest today in what’s working, what’s not, and what’s ahead.

This workshop is based on a research project currently underway involving an extensive literature review, interviews with leaders of top multinational firms, and a targeted survey. The purpose of the project is to gather information on best and prevailing practice strategies in such areas as early career and high-potential identification, performance management, leadership development, succession planning, workforce planning, global talent management governance (e.g., role of corporate, business units, board, etc.), and global talent management technology solutions. This workshop should be of interest to practitioners who are responsible for developing or implementing

assessment or selection systems in any type of organization, either in a consulting or internal role.

This workshop is designed to help participants:

- Summarize the relevant literature on global talent management
- Discuss the talent management practices of top multinational firms
- Identify key factors to consider when developing a global talent management strategy
- Identify ways to execute key components of talent management

**Colleen O'Neill** has 20 years of consulting experience in talent management strategy, performance and career management, leadership development, and pay and performance alignment. She has lectured widely and has published numerous articles on performance and development issues. Colleen has also served as an expert source on talent management issues for the *Atlanta Business Chronicle*, *Business Week*, the *Chicago Tribune*, *Investor's Business Daily*, and the *Wall Street Journal*. Colleen has a BA in psychobiology from Oberlin College, an MS in psychology from the University of Georgia, and a PhD in clinical psychology from the University of Georgia.

### **Workshop 9 (half day)**

#### **Recent Practical, Methodological and Statistical Advances in the Detection of Adverse Impact and Test Bias**

**Presenters:**      **James L. Outtz, Outtz and Associates**  
                         **Paul J. Hanges, University of Maryland**

**Coordinator:**    **Marcus Dickson, Wayne State University**

The concept of adverse impact is of keen interest to most I-O psychologists interested in organizational staffing and employment selection. Although an increasing number of articles in I-O-related journals are devoted to this topic, few offer a comprehensive exploration of current methodological, statistical, and practical developments in this area. For example, biogenetic research indicates that race is a social construct with no scientific definition. What are the implications of this research for race-based adverse impact in employment selection? Lawrence Summers, president of Harvard University, created a firestorm by suggesting that women are genetically less suited for careers in science and math than men. Is there adverse impact based on gender in the selection procedures that determine career opportunities in science, math, and engineering? Post 9/11, there has been an increase in the number of discrimination claims based on religion. Has there been a significant increase in adverse impact based on religion in the realm of employment selection? Under what circumstances does adverse impact constitute employment discrimination?

To date, most of the psychological literature on adverse impact has been descriptive in nature (e.g., descriptive taxonomies of subgroup differences based on various demographic characteristics) without addressing the underlying cause(s). This workshop will focus on the identification and measurement of adverse impact across a wide range of demographic categories including race, gender, ethnicity, age, and religion. Participants will be provided the opportunity to compare and contrast the “scientific” treatment of adverse impact within the profession of I-O Psychology (as expressed in documents such as the *SIOP Principles* and the *APA Standards*) and practical/legal standards that define adverse impact (e.g., *The Uniform Guidelines on Employee Selection Procedures*.) This workshop will be of primary interest to (a) researchers and academicians interested in the scientific underpinnings of subgroup differences; (b) practitioners involved in day to day employment selection decisions; (c) policy makers in both public and private sector organizations who must determine the goals and vision of their organization with regard employment selection; (d) government policy makers and regulators who have regulatory oversight with regard to the employment practices of American corporations; and (e) students who wish to become knowledgeable with regard to the issues underlying the adverse impact debate.

This workshop is designed to help participants:

- Compare and contrast methodological, statistical, and practical issues associated with the identification and measurement of adverse impact
- Compare and contrast the status of adverse impact in the *SIOP Principles*, *APA Standards*, and the *Uniform Guidelines on Employee Selection Procedures*
- Discuss the difference between adverse impact and bias
- Explain the difference between adverse impact and fairness
- Describe the difference between adverse impact and discrimination
- Integrate current research and practice regarding the measurement and identification of adverse impact

**James L. Outtz** is president of Outtz and Associates where his areas of specialization include the development, validation, and evaluation of personnel selection practices and procedures. He has been active for many years in the use of multi-media (e.g., video, telephony, audio) to develop personnel selection procedures that minimize adverse impact. He has been active in SIOP where he is a Fellow and served on the Committee for the Revision of the *Principles for the Validation and Use of Personnel Selection Procedures*. He chairs the M. Scott Myers Award Committee and is a consulting editor to the *Journal of Applied Psychology*. Beyond his extensive service to SIOP, Jim has served on the Board on Testing and Assessment, Commission of Behavioral and Social Sciences of the National Research Council. He has authored of numerous publications including book chapters, journal articles and book reviews. He has presented at SIOP and given lectures and presen-

tations throughout the U.S. and internationally. Jim maintains an active involvement in scholarly research on adverse impact issues as a member of the Adverse Impact Research Group at the University of Maryland. Jim is a nationally recognized expert in the area of employment selection and has testified as an expert witness in numerous employment litigation cases. He received his PhD from the University of Maryland in 1976.

**Paul J. Hanges** is a professor of I-O psychology and chair of the I-O area at the University of Maryland. His research focuses on topics in personnel selection and test fairness, research methodology, social cognition, and cross-cultural leadership. This work has appeared in such journals as *Applied Psychological Measurement*, *Applied Psychology: An International Review*, *Educational and Psychological Measurement*, *Human Performance*, *Journal of Applied Psychology*, *The Leadership Quarterly*, and *Psychology Bulletin*. He is a co-principal investigator of the GLOBE project. The first book describing the results of this multinational, multilevel leadership project was recently published (House, Hanges, Javidan, Dorfman, & Gupta, 2004). He has developed selection systems for organizations in the public and private sector. Paul is currently on the editorial board of the *Journal of Applied Psychology* and *The Leadership Quarterly*. He received his PhD from the University of Akron and has been a faculty member at the University of Maryland since 1986.

## **Workshop 10 (half day)**

### **Designing and Implementing Performance Management: Best Practices and Applied Realities**

**Presenters:**      **Elaine D. Pulakos, Personnel Decisions Research  
Institutes**

**Nancy L. Rotchford, Ingram Micro, Inc.**

**Coordinator:**      **Rose A. Mueller-Hanson, Personnel Decisions Research  
Institutes**

This workshop will provide practical guidance on designing and implementing an effective performance management system. It will cover topics such as (a) developing and validating competency models, performance standards and rating scales; (b) developing and implementing effective measures of results, including the development of cascading goals that support larger team, unit, and organizational goals; (c) linking pay to performance; (d) approaching performance management from a process perspective (i.e., emphasizing the importance of having meaningful conversations with employees throughout the year rather than the simple mechanics of the evaluation); and (e) addressing the change management components of performance management implementation, such as organizational buy-in, leadership support, automation, and system evaluation. The presenters will discuss

these concepts in the context of their extensive experience designing and implementing a variety of performance management systems in government and private sector organizations. Presented from the perspectives of both an external and an internal consultant, this workshop should be of interest to practitioners who are responsible designing and/or implementing valid, effective, and legally defensible performance management systems.

This workshop is designed to help participants:

- Identify performance management best practices and what one needs to do to actually implement these effectively in organizations
- Design performance management systems that are aligned with and facilitate achieving larger organizational goals and objectives
- Apply efficient methods to develop and validate competency-based and result-oriented performance measures
- Develop efficient performance management processes that maximize performance and results
- Identify issues associated with pay for performance and ways to implement pay for performance effectively
- Summarize key legal issues relevant to performance management

**Elaine D. Pulakos** is executive vice-president and director of PDRI's Washington DC Office. A recognized expert and researcher in the areas of selection and performance management, she has spent her career conducting applied research in private and public sector organizations. Her career includes over 20 years experience designing, developing, and implementing numerous large-scale HR systems, such as staffing, performance management, and career development systems. She is a past president of SIOP and a Fellow of APA and SIOP. She is a successful author and has written on the topics of staffing and performance management. In addition to authoring numerous publications, she recently authored a booklet for the SHRM foundation, titled *Performance Management: A Roadmap for Developing, Implementing, and Evaluating Performance Management Systems* and co-edited two books: *The Changing Nature of Performance: Implications for Staffing, Motivation, and Development* with Dan Ilgen and *Implementing Organizational Interventions: Steps, Processes, and Best Practices* with Jerry Hedge. Elaine received her PhD in I-O psychology from Michigan State University.

**Nancy L. Rotchford** is the director of Worldwide Associate Assessment for Ingram Micro Inc. She has worked for Fortune 500 companies throughout her 22-year career, successfully developing and implementing HR processes linked to business strategies and resulting in positive organizational outcomes and cost reductions. Her demonstrated expertise includes development and implementation of performance management systems, employee selection systems, service quality assessments, employee surveys, and multi-level feedback processes. One of her strongest interests is performance management, and at Ingram Micro she designed the performance measurement

system for the award-winning Skills For Success program. This program engages employees in their own performance enhancement and career progression and has resulted in improved customer service and increased sales. She has made numerous presentations on performance management and authored a chapter on this topic in *Implementing Organizational Interventions*. Nancy received her PhD in I-O psychology from the University of Illinois.

## **Workshop 11 (half day)**

### **Breathing New Life into Assessment Centers: Leveraging Assessment, Learning, and Technology to Develop Top Talent**

**Presenters:** **Kirk L. Rogg, Aon Consulting**  
**John C. Scott, Applied Psychological Techniques, Inc.**  
**(APT)**

**Coordinator:** **Robin Cohen, Bristol-Myers Squibb**

Building and developing top talent is a critical priority for today's successful organizations. However, some companies are reducing the role assessment centers play in developing top talent because of resource considerations and/or a de-emphasis on in-depth assessment information. The purpose of this workshop is to provide participants with the ideas, tools, and techniques to breath new life into assessment centers. This workshop will explore innovations and concepts in assessment centers that will lead to a compelling business case for their use. The workshop will also include an update on current best practices in assessment centers, provide for focused real-time development and showcase how the assessment center can serve as a strategic development intervention. The workshop will have a strong emphasis on developing participants' skills through hands-on, experiential exercises in the following areas: (a) building the business case for assessment centers by aligning the process with organizational goals and linking results to valued organizational outcomes; (b) leveraging technology to develop, validate and administer assessment centers; (c) integrating best practice learning techniques into the assessment center experience, and (d) measuring the results, ROI, and strategic alignment of the assessment center. This workshop should be of interest to practitioners who are responsible for developing and managing talent in organizations, either in a consulting or internal role.

This workshop is designed to help participants:

- Create a business case that aligns assessment and development centers with valued organizational strategies and initiatives
- Deliver engaging, relevant, efficient, reliable and valid assessment centers using state-of-the-art technology

- Use assessment centers that feature integrated learning techniques including purposeful reflection, learning circles, action learning, and peer dialogues
- Evaluate assessment centers against the alignment with organizational strategies and calculate ROI analyses
- Apply lessons learned to create innovative assessment centers that leverage best practices in learning and technology to develop top talent

**Kirk L. Rogg** is senior vice-president and Global Practice Leader for Aon Consulting's Leadership Assessment and Development services. He recently authored the book *My Leadership Journey: Turning Personal Insights into Leadership Wisdom*. He has also published work in a wide range of areas including using technology to create virtual assessment centers, evaluating the ROI of human capital initiatives, identifying high-potential leaders, linking job roles to business metrics, understanding organizational support & employee loyalty, and identifying cognitive processing of hiring decisions. Prior to joining Aon Consulting in 1992, Dr. Rogg worked with IBM and Marion Laboratories to design and implement various workforce learning and employee selection programs. He earned his PhD in I-O psychology from Kansas State University.

**John C. Scott** is vice-president and co-founder of Applied Psychological Techniques (APT), an HR consulting firm. He directs consulting services in the areas of selection development and validation, 360-degree feedback, survey design, performance management, and executive assessment. John is the current APA convention program chair for Division 14, serves on SIOP's Professional Practice Book Series editorial board, and is an author and frequent presenter in the areas of selection, surveys, program evaluation and assessment. He is co-editor of the *Human Resource Program Evaluation Handbook* (2003, Sage). He received his PhD from the Illinois Institute of Technology.

## Workshop 12 (half day)

### The Ropes to Learn and the Ropes to Skip: Facilitating Executive On-Boarding

**Presenters:**      **Lorraine Stomski, Aon Consulting**  
                        **Seymour Adler, Aon Consulting**

**Coordinator:**    **Joan Gutkowski, Time Warner**

It's estimated that as many as 70% of new executives leave their positions within the first 2 years. How do companies protect their investment and accelerate time-to-full-productivity of new leaders? This workshop will explore the elements of onboarding including preboarding, potential early derailers, and the roles and responsibilities of partners in the process. It will also describe the key

activities, specific performance milestones, and associated metrics that can be used to determine if the expected outcomes were achieved. The workshop will include a real world case study to illustrate the executive on-boarding process, its components, supporting tools, and lessons learned in implementation. This workshop will identify and support an integrated and systematic approach to accelerating a new leader's transition and increasing the probability of success.

As a result of this workshop, participants will be able to:

- Assess the on-boarding process in their own organizations
- Address potential early derailers to success
- Identify the activities, success factors, and milestones that need to occur in the critical preboarding process and first 90 days
- Apply tools and metrics for the on-boarding process

**Lorraine Stomski** is a senior vice-president in Aon's Talent Solutions Consulting and is based in San Francisco. She is also the practice leader for Leadership Education and Coaching at Aon Consulting. Lorraine is responsible for the design and delivery of global leadership and executive on boarding programs for top talent in organizations. Lorraine has over 15 years experience, which includes the development of high-potential programs, executive coaching, competency modeling, assessment centers, 360-survey design, leadership development, and succession planning processes. She is a frequent speaker on the topic of best-in-class practices within the field of leadership. She is a member of SIOP, APA, SHRM and IAAP. Lorraine received her PhD in I-O psychology from Stevens Institute of Technology.

**Seymour Adler** is a senior vice-president in the Talent Solutions Consulting practice at Aon Consulting. He has made significant contributions to the scientific and professional literatures in the areas of personality and work behavior, leadership, and assessment, among others. In addition to having served as a consultant to industry throughout his professional career, Seymour has been on the faculties of Purdue University, Tel Aviv University, and Stevens Institute of Technology. He is currently an adjunct on the graduate I-O faculty at New York University. As a founder of Assessment Solutions Incorporated, which was acquired by Aon in 2001, Seymour has, over his career, directed the development and implementation of numerous managerial assessment, performance management and development programs. He is a Fellow of SIOP and APA, and past-president of the New York Metropolitan Association of Applied Psychology. He is a graduate of the doctoral program in I-O psychology at New York University.

## **Workshop 13 (half day)**

### **Driving Higher Performance Within Your (Internal or External) Consulting Practice**

**Presenters:**      **Jack W. Wiley, Gantz Wiley Research**  
                         **Kevin J. Nilan, 3M**

**Coordinator:**   **Michelle Donovan, Intel Corporation**

Building a new consulting practice or expanding an existing practice is challenging. Implementing best practices and key learnings from seasoned consultants with first-hand experiences can help ensure your success while avoiding missteps and pitfalls along the way. This workshop is targeted at internal practice leaders whose functions are migrating toward an “internal consulting” model and at external practice leaders interested in driving higher performance for their firms. The workshop will present information drawn from top internal and external consultants in the field of I-O psychology with experience in establishing and growing successful consulting practices. Best practices within key domains will be discussed, including marketing and business development, project and client management, and staffing models. Real world examples from both internal and external consulting work will be shared to illustrate each concept. Attendees at this workshop will leave with some practice-tested tools to help them make sound decisions in line with their growth objectives.

This workshop is designed to help participants:

- Apply key best practices to build a successful I-O psychology internal or external consulting practice
- Identify the likely pitfalls and most common mistakes made by smart, technically competent professionals that sabotaged their goal of expanding a consulting practice
- Use approaches and strategies that help eliminate or minimize the effects of the most likely pitfalls and the most common mistakes
- Access resources available to you to build your consulting practice and to maximize the return on your investment

**Jack W. Wiley** is co-founder, president, and CEO of Gantz Wiley Research, a consulting firm that helps clients drive business performance through the strategic use of employee and customer input. Jack's 30 years of experience in survey research spans across a variety of industries including health care products and services, retail, and financial services. Based on groundbreaking research of over 10,000 business units, Jack developed the high performance model, which demonstrates the link between employee opinions, customer loyalty, and business performance. Previously, Jack was director of organizational research at Control Data (now Ceridian) and held

personnel research consulting positions at National Bank of Detroit and Ford Motor Company. He has written several articles and book chapters on survey research topics and has made numerous presentations to professional associations worldwide. Jack was appointed to Minnesota Governor Pawlenty's Workforce Development Council in 2004. He is a licensed psychologist and an accredited senior professional in human resources, and he received his PhD in organizational psychology from the University of Tennessee.

**Kevin J. Nilan** is manager, HR Talent Management, at 3M. Kevin has been involved in consulting since 1978 and has worked as both an external consultant and an internal consultant. Presently, he works as an internal consultant at 3M, where he has been for 18 years. His current focus is on expanding the consulting practice of a group of internal I-O psychologists. At 3M, he has had opportunities to work with clients in roles from individual contributors in production and laboratory environments, through supervisors, managers, country/business leaders to senior corporate officers and CEO. Prior to his work at 3M, Kevin worked for MDA Leadership where he focused on growing the firm's business in assessment centers, selection system development, and employee attitude research as well as working on individual assessments. Kevin completed his PhD at The Ohio State University, where he worked for several years with Milt Hakel in his Organization Research Development consulting practice.

## **Workshop 14 (half day)**

### **Understanding the Financial Context of Organizations: What I-O Psychologists Should Know**

**Presenters:**      **Mark Young, Personnel Decisions International (PDI)**  
                        **Peter Ramstad, Personnel Decisions International (PDI)**

**Coordinator:**    **Debra Drenth, Franklin Templeton**

This workshop will provide an overview of the core financial and management accounting concepts and how such a perspective can be used to better understand the organizational context for I-O interventions. This workshop will provide a quick overview of several basic financial concepts. It will also extend that information into understanding the implications for the organization. By focusing on the analysis of the internal financial systems, the concepts covered can be applied to tasks such as job analysis, designing performance management and staffing systems, and a variety of other I-O interventions. This workshop will focus on how to analyze the existing financial management systems within organizations to obtain valuable design information, and determine the most potentially powerful criterion data. This workshop will not focus on statistical or quantitative techniques.

This workshop is designed to help participants:

- Summarize basic financial concepts and implications for the organization
- Analyze financial management systems in organizations
- Explain how finance and managerial accounting relate to I-O interventions
- Effectively discuss I-O psychology concepts and practices in financial terms

**Mark Young** is vice-president, chief financial officer, and senior counsel at Personnel Decisions International (PDI). As PDI's CFO, Mark leads the financial, legal, and administrative functions at PDI. Mark has directed and managed the acquisitions, mergers, and alliances of PDI, and works with many partners in the integration and distribution of PDI's products and services. Mark is also in charge of the external financing activities of PDI. Mark serves on the board of directors for ePredix, Inc. and is secretary of PDI. Over the last 6 years, Mark has held various leadership positions within PDI. Beginning as tax manager, he moved into the role of director of corporate development and corporate counsel. He is a member of the American Bar Association, American Corporate Counsel Associations, Minnesota State Bar Association, and Hennepin County Bar Association. Mark is a licensed attorney and received his JD from William Mitchell College of Law. Mark has an undergraduate degree in accounting with minors in business and spanish, and significant graduate studies in management.

**Peter M. Ramstad** is executive vice-president for Strategy and Finance at Personnel Decisions International (PDI). Pete is unique in that the basis of many of his insights into HR and talent management are from his foundation in economics and strategy. In addition to his leadership role at PDI, Pete has done extensive research in HR strategy and measurement. Prior to joining PDI, Pete was a partner with a major public accounting firm focusing on financial, operational, and systems consulting in high tech and service environments. He is a frequent faculty member for executive education events and speaker at professional conferences, including the Minnesota Executive Program. He has partnered with Professor **John Boudreau** (USC) on several large-scale projects that have been implemented in leading organizations worldwide. Pete has undergraduate degrees in Math and Accounting with minors in Economics and Computer Science, and significant graduate studies in Economics, Mathematics, and Accounting. He is a Certified Public Accountant, Certified Management Accountant, and a member of the AICPA.

## **SIOP 5K Race/Fun Run**

### **Registration Form**

Come join us for the SIOP 5K to be held on Saturday, May 6, at 7 a.m. Stumble out of bed early, or make this the end of a very long night out; it's your choice. We will be bussed to a park, as the downtown location of the hotel doesn't permit a race close by. We're considering a shorter distance for walkers (2-3K) so we can get everyone bussed back to the conference at about the same time.

The race fee is \$25, which includes a t-shirt. You can register online as you register for the conference, or you can send in this form if you register for the conference by mail. You can register at the conference, but it would help greatly with race planning (and t-shirt ordering) if you registered in advance.

You'll see your name in *TIP* if you finish in the top three in your age/gender group (under 40; 40-49; 50-59; 60 and up). And please enter the team competition. We'll have three two-person team categories (advisor-advisee, mixed-doubles (M-F), and scientist/practitioner), and a four-person university or organization team category.

If you wish to enter the team competition, please send an e-mail to Paul Sackett indicating which category you wish to enter and listing the members of your team. You may also contact Dr. Sackett at the University of Minnesota ([psackett@tc.umn.edu](mailto:psackett@tc.umn.edu); 612-624-9842) with any questions.

Mail form or fax to the SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH, 43402, Fax (419) 352-2645.

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_

T-Shirt size \_\_\_\_S \_\_\_\_M \_\_\_\_L \_\_\_\_XL \_\_\_\_2XL

Gender \_\_\_\_M \_\_\_\_F

Age on Race Day \_\_\_\_

## **2006 SIOpen Golf Outing**

**Tour 18-Dallas**

**8718 Amen Corner, Flower Mound, TX**

**Thursday, May 4th, 2006**

**2:00 p.m., Shotgun Start**

**Bus leaves the Adam's Mark hotel at 12:30**

Have you ever wondered what it would be like to play Augusta? Have you ever asked yourself whether you could keep the ball on the island green at Sawgrass? Could you fight your way out of the church pew bunkers at Oakmont? Could you avoid the sandtrap in the middle of the #6 green at Riviera? Well, here is your chance to find out. You are invited to participate in the 8th Quasi-Annual SIOpen Golf Outing at the Tour 18 Golf Course where you will have the chance to play reproductions of some of the best golf holes in America.

Tour 18 is comprised of 18 authentic replicas of the most famous golf holes in the United States. In addition to the holes mentioned above, the course includes the best of Cherry Hills, Pine Valley, Firestone, Muirfield, Medinah, Wingedfoot, Crooked Stick, Baltusrol, and most notably, holes 11, 12, and 13 at Augusta—the infamous Amen Corner. You will be surprised at the extent to which this Texas golf course captures the look and feel of courses from all across America. If you would like more information about Tour 18, please see <http://tour18-dallas.com/tour.html>.

Players of ALL skill levels are welcome. Teams will be appropriately handicapped. Form your own team, or Dan will team you up. The format for the 2006 SIOpen is a 4-person scramble. Each team member hits a tee shot and the team selects the best shot. Then each team member hits from the location of the selected shot. The defending SIOpen champions and current holders of the Hugo Cup are Tom Eisma, Doug Haaland, and Jason Shoemaker.

Registration involves two steps:

1. Indicate your participation in the golf outing on your general SIOP conference preregistration form and include payment in your grand total. The entry fee of \$80 includes greens fees, cart, transportation, and prizes (longest drive, closest to the pin, low net, low gross, etc.).

2. Complete the tournament entry form and mail or e-mail it to Dan Sachau, Department of Psychology, Minnesota State University, Mankato, MN 56001, at 507-389-5829 or [Sachau@mnsu.edu](mailto:Sachau@mnsu.edu).

Transportation: Tour 18 is about a 30-minute drive from the Adams Mark Hotel. For those of you who would like a ride to the tournament, a bus will pick you up at the hotel (12:30), take you to the course, and bring you back to the hotel after the tournament.

Contact Dan Sachau at 507-389-5829 or [Sachau@mnsu.edu](mailto:Sachau@mnsu.edu) if you have any questions.

# Entry Form Eighth Annual SIOpen Golf Outing

## Tour 18-Dallas 8718 Amen Corner, Flower Mound, TX 75022

**Format:** Four-person scramble

**Application Deadline:** April 1, 2006. 2:00 p.m. Entry fee: \$80/person, includes golf, cart, prizes, and transportation. A bus to and from the hotel is provided.

**Prizes:** "Hugo Cup" to low net score team (after handicaps); closest to pin, longest drive, low gross.

Team Name: \_\_\_\_\_

Team Captain (or Individual): _____	Team Member #2: _____
Address: _____	Address: _____
City/St/Zip: _____	City/St/Zip: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Riding bus to tourney? <input type="checkbox"/> yes <input type="checkbox"/> no	Riding bus to tourney? <input type="checkbox"/> yes <input type="checkbox"/> no
Riding bus back to hotel? <input type="checkbox"/> yes <input type="checkbox"/> no	Riding bus back to hotel? <input type="checkbox"/> yes <input type="checkbox"/> no
Handicap/Average score: _____	Handicap/Average score: _____
Team Member #3: _____	Team Member #4: _____
Address: _____	Address: _____
City/St/Zip: _____	City/St/Zip: _____
Phone: _____	Phone: _____
E-mail: _____	E-mail: _____
Riding bus to tourney? <input type="checkbox"/> yes <input type="checkbox"/> no	Riding bus to tourney? <input type="checkbox"/> yes <input type="checkbox"/> no
Riding bus back to hotel? <input type="checkbox"/> yes <input type="checkbox"/> no	Riding bus back to hotel? <input type="checkbox"/> yes <input type="checkbox"/> no
Handicap/Average score: _____	Handicap/Average score: _____

- Mail application to Dan Sachau, Psychology Dept, 23 Armstrong Hall, Minnesota State University, Mankato, MN, 56001, or e-mail to [Sachau@mnsu.edu](mailto:Sachau@mnsu.edu).
- Include payment with fees on general conference preregistration form.
- A free bus service is included in the fee. Please indicate whether you will be riding.
- If you do not have a complete team, we will be glad to put you on a team that needs players.
- Course link: <http://tour18-dallas.com/tour.html>

## **Directions and Transportation Information**

**The Adams Mark Hotel**

**400 North Olive Street, Dallas, TX 75201**

**Tel: (214) 922-8000**

**Fax: (214) 922-0308**

**Reservations: (800) 444-2326**

**Web site: <http://www.adamsmark.com/dallas/index.asp>**

### **Driving Directions to the Hotel**

**From the North:** **US 75 (Central Expressway)**-Follow US 75 South; take the Downtown/Live Oak Exit (left hand exit). The first stoplight is Live Oak: turn right and you will be in front of the hotel.

**I-35 (from Denton/Carrollton)**-Follow I-35 South. Exit at US 75/I-45 to Houston. Then your second exit will be Pearl Street. Merge with traffic onto Pearl and take this street about 4 blocks to Live Oak. Turn right and take an immediate right on Olive. You will be in front of the hotel.

**From DFW Airport:** Take the South Airport Exit to 183 East. Follow 183 to I-35 South. From I-35 South take US 75/I-45 to Houston.. Then your second exit will be Pearl Street. Merge with traffic onto Pearl and take this street about 4 blocks to Live Oak. Turn right and take an immediate right on Olive. You will be in front of the hotel.

**From Love Field Airport:** Take a right onto Mockingbird. Take Mockingbird to I-35 South. Then follow directions from I-35 above.

**From North Dallas Tollway:** Go through Toll Plaza. Follow Downtown/Harry Hines Blvd signs. Turn left on Pearl Street and go south to Live Oak. Turn right and take an immediate right on Olive. You will be in front of the hotel.

**From the South:** Take I-35 (from Waco/Oak Cliff). Follow I-35 North and then exit onto I-30 East. Take Downtown/Central Expressway and exit to Live Oak. Turn left and hotel is on the right side.

**From the West:** Take I-30 (from Ft. Worth/Arlington). Go East to the Downtown/Central Expressway Exit and turn left at Harwood (first stoplight). About eight blocks up Harwood becomes Olive. The hotel is at the corner of Olive and Live Oak on the right hand side.

**From the East:** Take I-30 (from Mesquite/Garland). Follow West and exit at US 75 North to Sherman. Exit Elm Street which is a left exit. Merge with traffic onto Elm. Turn right onto Harwood (third light), which becomes Olive. The hotel is at the corner of Olive and Live Oak on the right hand side.

**I-45/US 75 (From Houston):** Follow US 75 North to Sherman. Exit Elm Street which is a left exit. Merge with traffic onto Elm. Turn right onto Harwood (third light), which becomes Olive. The hotel is at the corner of Olive and Live Oak on the right hand side.



## IOTAS

**Adrienne M. Bauer**  
Eastern Kentucky University



**Laura L. Koppes**  
LK Associates

### Transitions, Appointments, and New Affiliations

**Alan Cheney**, assistant professor of psychology at Saba University School of Medicine, Dutch West Indies, has been appointed Chair of the Department of Behavioral Science and was elected by his colleagues as president-elect of the faculty senate.

**Cheryl Paullin**, formerly with Personnel Decisions Research Institute (PDRI), has joined the Human Resources Research Organization (HumRRO) as a senior staff scientist.

**David Chan** has left the National University of Singapore to join Singapore Management University as professor of psychology at its School of Economics and Social Sciences. David has also been appointed by the Singapore government as a member of the National Council on Problem Gambling. The Council advises the Singapore government on various issues related to problem gambling including public education programs and the effectiveness of treatment, counseling, and rehabilitative programs, as well as decides on funding applications for preventive and rehabilitative programs.

The I-O program at the University of Maryland is very pleased to welcome their new faculty member, **Cheri Ostroff**. Cheri joins **Michele Gelfand** and **Paul Hanges** in the Department of Psychology.

**Ken Carson** has been appointed vice-president for Academic Affairs at Geneva College.

The Board of Directors of the Association of Test Publishers (“ATP”) elected **David Arnold** of Wonderlic, Inc. to the position of general counsel. ATP represents over 100 test publishers located in North America and Europe in the areas of I-O, clinical, certification and educational testing.

**Richard Steinberg** was named director-human resources of Columbus McKinnon Corporation, a leading designer, manufacturer, and marketer of material handling products based in Amherst, New York. Richard has executive responsibility for all of Columbus McKinnon’s human resources functions worldwide.

#### BEST WISHES!

Keep your fellow SIOP members up to date! Send your items for **IOTAS** to Laura Koppes at [lkoppes@siop.org](mailto:lkoppes@siop.org).

### Call for Nominations

#### American Psychological Foundation 2006 Harry and Miriam Levinson Award

The American Psychological Foundation requests nominations for the 2006 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology.

The Levinson award is administered by the APA Office of Division Services in conjunction with APA Divisions 13 (Consulting Psychology), 14 (Industrial-Organizational Psychology), and 39 (Psychoanalysis). A committee of the three divisions solicits nominations, reviews nomination materials, and submits the recommended recipient's name and credentials to the APF board of trustees for final approval. The recipient receives \$5,000 and a certificate of recognition.

*Eligibility.* According to the agreement establishing the Harry Levinson Fund with the Foundation, an annual award is to be given to "an APA member who has demonstrated exceptional ability to integrate a wide variety of psychological theory and concepts and to convert that integration into applications by which leaders and managers may create more effective, healthy, and humane organizations."

*Nomination procedure.* Nominations must include two elements: (a) a letter of nomination addressing the nominee's record of accomplishment with regard to the award criteria (self-nomination is acceptable) and (b) the nominee's current curriculum vitae. All nomination materials must be submitted in electronic format only. A "cover" e-mail note with the two attached files (in Microsoft Word or PDF formats) should be sent to [division@apa.org](mailto:division@apa.org).

*Deadline. March 15, 2006.* Announcement of the recipient is expected to occur by or after April 15.

For more information, please contact the **American Psychological Foundation at [foundation@apa.org](mailto:foundation@apa.org)**. The APF encourages nominations for individuals that represent diversity of race, ethnicity, gender, age, and sexual orientation.

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### Call for Participation

According to a news release, the Joint Committee on Standards for Educational Evaluation (JCSEE) met in Washington, DC, at the Council of Chief State School Officers (CCSSO) headquarters for its annual meeting on September 22–24, 2005. In 2 full days of deliberations, the Joint Committee received reports from its members and took substantial actions to further standards development and dissemination work. Details are provided at the Joint Committee's Web site. A highlight of the meeting includes the following:

Work on the Personnel Evaluation Standards revision has progressed substantially during 2004–2005. The task force has completed a second draft of these standards, based on feedback from national and international review panels of its initial draft. Field trials and national hearings are ongoing and will continue through spring 2006. Final review and JCSEE action to approve them is scheduled for September 2006.

### ***Participation in Field Tests***

Participation in a field test of the Personnel Evaluation Standards provides an excellent opportunity for your organization to examine the system you currently use to evaluate teachers, professors, administrators, classified staff, and others involved in education.

A field test may involve one or more persons for as little as 3 hours of time. Complete instructions are located at <http://jc.wmich.edu/PersStds2005/>.

### ***Hearings***

Concurrent with the field trials, national hearings are under way for the standards. These hearings are currently scheduled in conjunction with meetings of the American Evaluation Association (Toronto, October 27, 2005), The SERVE Annual Forum (Savannah, November 8), and the National Evaluation Association (Baltimore, March 2006). Please make it a point to attend a hearing to learn about the revised standards and provide your own perspectives based on your review or use of these draft materials.

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## **Announcement**

### **IPMAAC Announces 2005–2006 Student Paper Competition**

The International Public Management Association for Human Resources Assessment Council (IPMAAC) is sponsoring its annual Student Paper Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 2005–2006 competition will be invited to present his or her paper at the 2006 IPMAAC conference, to be held in Las Vegas June 25–28, 2006. The winner will receive up to \$600 in conference-related travel expenses, free conference registration, and a 1-year membership in IPMAAC. In addition, the university department in which the student completed his or her research will be awarded a \$500 grant, as well as a plaque commemorating the student's achievement.

Entries may be any type of student paper, including a thesis or dissertation. The deadline for receipt of entries by IPMAAC is **February 10, 2006**. Papers should be submitted via e-mail to Dr. Lee Friedman at the e-mail address below. Hard copies of the IPMAAC Student Paper Competition cover sheets should be mailed directly to Friedman's address, also provided below.

**NOTE:** Students do not need to be a member of IPMAAC to enter.

All rules and guidelines for the IPMAAC Student Paper Competition can be found on the IPMAAC Web site at [www.ipmaac.org](http://www.ipmaac.org). To read more about the call for submissions, go to <http://www.ipmaac.org/spcomp06.html>. To view the full procedures for entering, download a coversheet, and to read the names of the winners of past IPMAAC Student Paper Competitions, go to <http://www.ipmaac.org/spcomp06.pdf>. For further information or for submission materials, please contact **Dr. Lee Friedman, SpecTal, 13481 Falcon View Court, Bristow, VA 20136. Phone: (571) 331-1388, e-mail: leefriedman1406@yahoo.com.**

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### **Announcement**

#### **UNC-Charlotte Establishes New PhD Program**

The University of North Carolina Charlotte is excited to announce the establishment of a new interdisciplinary PhD program in Organizational Science. Integrating industrial-organizational psychology, management, organizational sociology, and organizational communication, the program specializes in understanding and working to promote individual and organizational well-being, health, and effectiveness. Over 20 faculty members support the program, 13 of which are SIOP members: Steven Rogelberg (Director); Anita Blanchard; Kim Buch; David Gilmore; Eric Heggestad; Jo Ann Lee; Charlie Reeve; Bill Siegfried; Chris Henle; Doug Pugh; Kelly Zellars; John Kello, and Scott Tonidandel. Pending our final approval by the state of North Carolina, we will begin accepting applications on **January 14, 2006**. Additional information can be found at [www.orgscience.uncc.edu](http://www.orgscience.uncc.edu).

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#### **Call for Submissions (Deadline April 12, 2006) Institute of Behavioral and Applied Management Conference**

Past participants report: "IBAM's culture is friendly, collegial...great atmosphere for faculty, practitioners, and students where teaching, research, and professional development are equally important. Lively discussions to receive helpful, constructive feedback."

Workshops, panels, symposium, research papers, and works-in-progress all considered and peer-reviewed. Six divisions covering human resource management, management education, organizational behavior, global management, and strategy, including special topics focus on entrepreneurship and spirituality. See IBAM's Web site <http://www.ibam.com> or contact **Melody Wollan, PhD, PHR and IBAM President at mlwollan@ieu.edu or (217) 581-6034 or David Schmidt, PhD and IBAM 14 Program Chair/VP at**

[schmidtd@cedarville.edu](mailto:schmidtd@cedarville.edu) for complete call for papers and information. Best Paper Awards, Proceedings, and Student Scholarships.

Join us and share your ideas, research, and experiences in a friendly and supportive environment. Session discussions are lively, informative, and broad-based. You will be warmly welcomed, and we predict you will enjoy interacting professionally and personally in an atmosphere where you are a valued individual and colleague. IBAM's 14th annual conference in Memphis has been approved for 13.5 recertification hours toward PHR and SPHR recertification through the Human Resource Certification Institute (HRCI). Please join us in 2006 at the Marriott Downtown Memphis.

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### **Myers-Briggs Type Indicator® Assessment Research Grant Program and Best Paper Awards**

CPP, Inc., is pleased to announce its Research Grant Program and Best Paper Awards for completed studies demonstrating the efficacy of psychological type in an applied setting. The program is designed to support independent research using the MBTI® assessment that focuses on areas of interest to researchers and practitioners alike, and that investigates the effectiveness of applying an understanding of type, type development, and type dynamics. Studies may be qualitative or quantitative in nature but must include a criterion measure that allows for an analysis or description of the impact of type, type development, or type dynamics on individuals, customers, groups, work teams, departments, divisions, or entire organizations.

*Grant Program:* The grant program provides MBTI assessment materials for free or at a significantly reduced price for use in research. A panel of CPP experts will review all submitted grant proposals. Proposals including an estimate of return on investment are strongly encouraged.

*Best Paper Award:* In 2006, up to three studies completed under the MBTI Research Grant Program will be recognized with cash awards of \$1000, \$500, and \$250 (each amount is divided among the study summary authors). Only those studies completed within the CPP Grant Program are eligible for the cash awards. The best study will be selected from all entries received by **October 1st, 2006**.

Full details, criteria, and guidelines can be obtained by emailing [MBTIresearch@cpp.com](mailto:MBTIresearch@cpp.com) or by writing to **MBTI Research Grants Program, 4801 Highway 61, Suite 206, White Bear Lake, MN 55110**.

## ***Positions Available***

*SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resume—<https://www.siop.org/JobNet/>.*

**POST-DOCTORAL PSYCHOMETRIC RESEARCH POSITION:** **ALLIANT INTERNATIONAL UNIVERSITY** and **BEHAVIORDATA, INC.** are seeking a psychologist who has strong psychometric and statistical experience to work on research projects involving the MMPI-2 and CPI. This will be a clinical research position based at the San Francisco campus of Alliant International University and the Cupertino office of Behaviordata, Inc. This position is available immediately. For more information and a complete position description, contact **Jay Finkelman, PhD** ([jfinkelman@alliant.edu](mailto:jfinkelman@alliant.edu)) or **Diana S. Everstine, PhD** ([bdi@behaviordat.com](mailto:bdi@behaviordat.com)).

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**THE DEPARTMENT OF PSYCHOLOGY AT HOFSTRA UNIVERSITY** invites applications for a full-time, tenure-track position at the level of **ASSISTANT OR ASSOCIATE PROFESSOR OF PSYCHOLOGY** beginning September 2006. The position is primarily for the PhD program in Applied Organizational Psychology and the MA program in Industrial-Organizational Psychology, as well as some undergraduate teaching.

Graduates of the PhD program have expertise in two major areas: (a) research methods and statistics, and (b) disciplines related to human behavior in organizations. The MA program prepares students for careers in such areas as human resources, training, management, and organization development.

The successful applicants will have completed a PhD in industrial-organizational psychology or a related area and demonstrate a strong potential or record of accomplishment in teaching, research, publication, and grant or contract activity. Practical experience working with organizations is desirable. Applicants for the position should have expertise in research methods and statistics, and one or more specialty areas.

To apply, send a letter that describes teaching, research, and consulting experience and interests; curriculum vita; representative reprints; graduate transcripts; and three letters of recommendation to **Dr. Charles Levinthal, Chair, Department of Psychology, 135 Hofstra University, Hempstead, NY, 11549-1350**. Hofstra University is an equal opportunity employer.

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**NAVAL AEROSPACE EXPERIMENTAL PSYCHOLOGY.** The U.S. Navy is seeking qualified candidates holding doctorates in industrial-organizational, experimental, or cognitive psychology who are interested in shaping the future of Naval aviation through applied research and program management.

If selected, a candidate will be commissioned as a **NAVY LIEUTENANT** with an initial obligation of 4 years active service. Following 2 months of officer indoctrination and 6 months of aviation psychology and flight training, a 3-year tour of duty will be served in **ORLANDO, FL, PATUXENT RIVER, MD, OR PENSACOLA, FL**. Depending on location and research interests, responsibilities will fall into one or more of the following areas:

- Personnel selection and classification
- Training systems and simulator design
- Human factors engineering
- Human performance assessment
- Program management and consultation

Due to the small number of personnel in this career field, entrance into the program is highly competitive. Good physical condition is a must, as the flight and survival training courses are physically demanding. Swimming ability should exceed basic staying afloat skills. Applicants must be in good overall health with a benign medical history and with eyesight correctable to 20/20 in both eyes.

U.S. citizenship is required, and the applicant will be subject to a security investigation and flight physical prior to acceptance in the program. Approximate starting salary is at least \$53K, depending on location. Additional benefits include 30 days leave per year, no-cost retirement plan, free medical and dental care, and exchange and commissary privileges. For more information, visit [www.navyaep.net](http://www.navyaep.net) or contact **LT Brent Olde, PhD at 850-452-2257x1091 or baolde@nomi.med.navy.mil**.

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Career Opportunity: **CONSULTING/ORGANIZATIONAL PSYCHOLOGIST** to join a fast growing management consultancy. Group process and presentation skills, executive coaching and consultation, and high-impact, high-level client interface. Emphasis on analyzing and promoting team/interpersonal dynamics, organizational culture, and leadership development. Moderate travel; compelling, exhilarating work; lots of independence. Great financial and perquisite opportunities. Fax resume to **310-274-6754** or e-mail: [ksiegel105@sbcglobal.net](mailto:ksiegel105@sbcglobal.net).

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Creating a competitive advantage through people. Since 1970, **DEVELOPMENT DIMENSIONS INTERNATIONAL** has worked with some of the world's most successful organizations to achieve superior business results by building engaged, high-performing workforces.

We excel in two major areas: designing and implementing selection systems that enable organizations to hire better people faster and identifying and developing exceptional leadership talent crucial to creating a workforce that drives sustainable results.

Apply your skills using sophisticated assessment and development technologies in the e-recruiting/screening and e-learning arenas, and advanced electronic media.

We are looking for your innovative contributions to be a part of our continued success in a variety of consulting and leadership opportunities.

For a complete list of current career opportunities and the associated qualifications, please visit us at <http://www.ddiworld.com>.

Resumes may be submitted for future opportunities in several major cities. **Development Dimensions Intl., Code EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-220-2958, E-mail: resumes@ddiworld.com.**

DDI values diversity and is an equal opportunity employer.

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**KELLY SERVICES**, a *Fortune* 500 company, is looking for a **MANAGER OF TESTING & VALIDATION** for our World Headquarters in Troy, MI.

*Responsibilities:* Direct and manage pre-employment activities, primarily testing and interviewing, for Kelly branches worldwide to ensure compliance with federal or country guidelines; identify and consult upon legal risks facing both the corporation and our external customers as they relate to pre-employment practices; oversee the design and validation of Kelly's proprietary testing tools; team with product development in creating and implementing tools for new or improved product lines; negotiate and manage testing vendor contracts and day-to-day support; act as a subject matter expert to the Law Department, HR, and senior management to establish policies and procedures, respond to legal charges; serve as a general industrial-organizational psychology resource.

*Qualifications:* Bachelor's degree in I-O psychology. 5 years varied I-O and management experience. Demonstrated knowledge of psychometric principles required for test design and validation as outlined in the *Federal Uniform Guidelines*. Strong written, verbal, and presentation skills. Technical writing skills. Solid analytical and computer skills.

Visit our Web site **www.kellyservices.com** to apply online or e-mail resume to **profassoc@kellyservices.com** and reference SIOP in the subject line.

Kelly Services is an equal opportunity employer.

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**PSYMAX SOLUTIONS** is a suburban-based company in Cleveland, OH that is positioned to become a leading Internet provider of selection, development, coaching, and career assessment products. We have a series of refined tests and reports, and we are continually developing new products.

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**--Ron Gross,  
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## **Information for Contributors**

***Please read carefully before sending a submission.***

*TIP* encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

### ***Preparation and Submission of Manuscripts, Articles, and News Items***

Authors may correspond with the editor via e-mail, at LKoppes@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

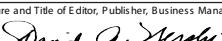
### ***Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries***

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

### ***Review and Selection***

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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Program, and on the SIOP Web Site**

*The Industrial-Organizational Psychologist (TIP)* is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

*TIP* is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Advertising may be purchased in *TIP* in units as large as two pages and as small as one-half page. Position available ads can be published in *TIP* for a charge of \$108.00 for less than 200 words or \$128.00 for 200–300 words. Please submit position available ads to be published in *TIP* by e-mail. Positions available and resumes may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, 520 Ordway Avenue, PO Box 87, Bowling Green, OH 43402, graphics@siop.org, (419) 353-0032.**

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